

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

THE  
**NATION'S  
SCHOOLS**

**JANUARY 1953**  
**25th Anniversary Issue**

AUTHORS: MOFFITT • FOWLKES • BUTTERWORTH • HUNT • JARRELL  
GOSLIN • THURSTON • BURKE • SPINNING • MISNER • BROWNELL  
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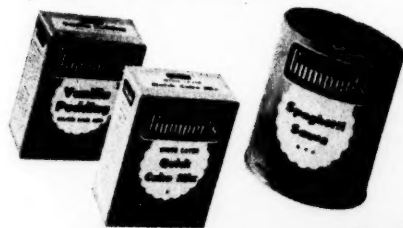


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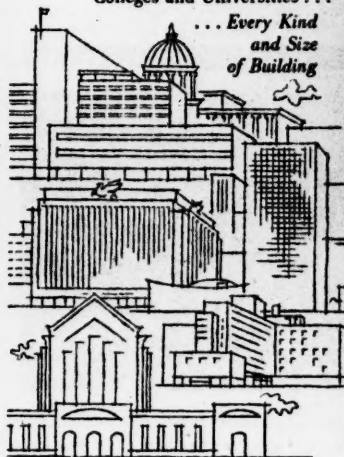
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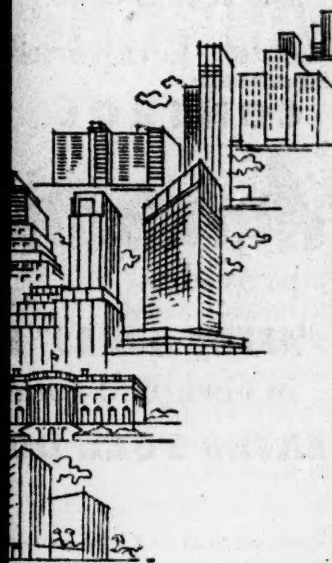
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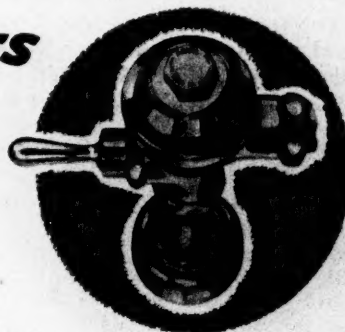
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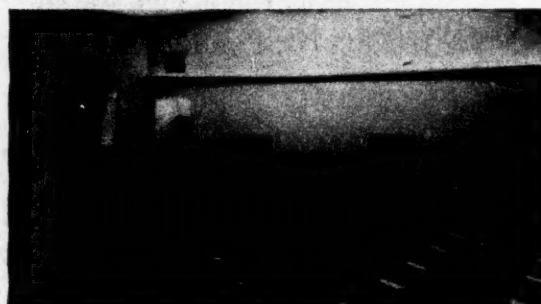


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# The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

**JANUARY 1953**

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## FEATURES

It Keeps on Rolling Along.....	FREDERICK J. MOFFITT	35
New Consciousness in Theory and Practice.....	JOHN GUY FOWLKES	39
Changes in Rural Living Bring New Problems.....	JULIAN E. BUTTERWORTH	41
School Administration as a Profession.....	HEROLD C. HUNT	45
Happy to Say .....	WILLIAM McANDREW	47
Women Prefer to Teach.....	IRA JARRELL	48
Freedom Will Survive If—.....	WILLARD E. GOSLIN	49
State Department and Community Education.....	LEE M. THURSTON	53
Budget Makers Look to Equalization and Local Taxes.....	ARVID J. BURKE	54
Young Superintendent Gets Advice From a Veteran.....	J. M. SPINNING	56
School-Community Cooperation .....	PAUL J. MISNER	59
Expanded Preparation for Teaching.....	S. M. BROWNELL	61
What's Ahead for Higher Education.....	DAVID D. HENRY	64
More Liberal Requirements for College Entrance.....	W. W. HAGGARD	66
Adult Education—No Longer a Stepchild.....	MALCOLM S. KNOWLES	67
Research Emphasis Shifting to Human Aspects.....	FRANCIS G. CORNELL	69
Legal Structure for Schools Needs Repairs.....	LEE O. GARBER	73
Close the Gap Between Knowledge and Practice.....	HOMER W. ANDERSON	76
Schools of 25 Years Ago in Pictures.....		78
Chalk Dust .....	FREDERICK J. MOFFITT	89
Unhappy Days for Advocates of More Federal Aid.....	B. P. BRODINSKY	104

## SCHOOLHOUSE PLANNING: School of Tomorrow

School of Tomorrow .....	DARELL E. HARMON	79
The New Look in Schoolhouses.....	ALFRED D. SIMPSON	82
Design Will Depend Upon Educational Research.....	LESSING W. WILLIAMS	83
New Materials May Be Better and Cheaper.....	WALTER T. ROLFE	85
Requirements for Flexibility.....	RAY L. HAMON and J. L. TAYLOR	86
Versatile Use of Space.....	JAMES D. MacCONNELL	87
More Indigenous Designs.....	L. C. PAGE	88
School Plant's Life Expectancy May Be Predetermined.....	PHILLIP J. DANIEL	88

## AUDIO-VISUAL AIDS

Distrust of Verbalism Gives New Impetus to A-V Education.....	90
F. DEAN McCLUSKY	

## THE SCHOOL LUNCH

Feeding Program a Vital Part of Curriculum .....	94
MARY deGARMO BRYAN	

## OPERATION, MAINTENANCE

The Era of the Engineer.....	100
FRANCIS R. SCHERER	

## REGULAR FEATURES

Among the Authors.....	4
Megascopes.....	6
Reader Opinion.....	10
About People.....	12, 152
Looking Forward.....	33
Wire From Washington.....	118
News in Review.....	124
Coming Events.....	156
The Book Shelf.....	158
What's New for Schools.....	165
Index of Advertisers op.....	184



# AMONG THE AUTHORS

including many old timers who are still young and  
several new timers distinguished for mature views

INSIDE THE CLASSIC ARCHITECTURE of its cover, the first number of TNS displayed a list of educational nobles designated as the "editorial consultant board." Leaping out from that original consultant list are the names of JULIAN E. BUTTERWORTH and JOHN GUY FOWLKES, two educational knights who still occupy seats at The NATION'S SCHOOLS round table. The leading article in that first issue was by an emerging schoolman, the assistant superintendent of Denver schools, HOMER W. ANDERSON. By 1953 each of these three men had become a doctor of educational divinity, and it was natural that they would be sought as contributors to this, the 25th anniversary issue (pp. 39, 41, 76). Dr. Butterworth retired from his Cornell professorship last July and is project associate (1952-53) for C.P.E.A. in the Middle Atlantic region. John Guy Fowlkes is dean of the school of education at Wisconsin, and Homer Anderson is combining or alternating Florida sunshine and consultant projects.

The same HEROLD C. HUNT (p. 45) who is now restoring the Chicago school system to a position of honor and breezy dignity had in 1928 briefly abandoned education for banking, but he soon was climbing the school administrative ladder from Kalamazoo to New Rochelle to Kansas City. A Georgia peach named IRA (fem.) JARRELL was teaching children in Sylvan Hills School in Atlanta, Ga., in 1928, but the next year she became a principal and in 1944 the superintendent of Atlanta schools, the only woman to hold the top job in a metropolitan school system. An administrator on week days (p. 48), Miss Jarrell is still teaching kids and loving them on Sundays at a Baptist church school. A school administrator who labels himself an oldtimer in the business (p. 56) is JAMES M. SPINNING, since 1934 superintendent in Rochester, N.Y. "Spinning," to quote Spinning, "is either one of the more durable or less sensitive of city school superintendents. At least, of all the superintendents in cities of more than 200,000 he has stood longest in one place. His chief complaint is that he is being taken too seriously at the wrong time and vice versa." PAUL J. MISNER of Glencoe, Ill., a superintendent who has made his community famous for parent participation in school affairs, has been called on to predict future trends (p. 59).

Along about 1932 the depression hit The NATION'S SCHOOLS with all the pent-up potency of a delayed action bomb. Only a few hardy advertisers persisted, but most of the school superintendents, pay cuts or skipped pay days notwithstanding, kept right on renewing their subscriptions. Part of their intense loyalty to the magazine was doubtless inspired by a single page. Called "Happy to Say," this feature was a distillation of the wisdom, wit

and fighting courage of WILLIAM MCANDREW, its author (p. 47). McAndrew was typical of those Scots "wha hae wi' Wallace bled," only as superintendent of Chicago schools his bloody battles were with Mayor "Big Bill" Thompson, grafter and textbook burner. When McAndrew urged administrators to do or die, some of them, like him, actually did or died.

Among the regulars in this anniversary issue are your genial pal, CHALK DUST MOFFITT (pp. 35, 89), the homespun philosopher and social historian; your legal aid, LEE O. GARBER (p. 73), and your Washington informant, B. P. BRODINSKY (p. 104). And let's salaam before the biggest name in school feeding history, the gracious MARY DEGARMO BRYAN, head of The NATION'S SCHOOLS school lunch department since its beginning (p. 94). Last summer Dr. Bryan became professor emeritus at Columbia.

Another topflight analysis is that of school finance as presented by ARVID J. BURKE, director of studies of the New York State Teachers Association (p. 54).

More NATION'S SCHOOLS consultants from the higher altitudes of education make worth-while contributions to this issue: SAMUEL M. BROWNELL, president of New Haven State Teachers College and Yale professor (p. 61); W. W. HAGGARD, president of Western Washington College of Education (p. 66), and DAVID D. HENRY, former president of Wayne University and now executive vice chancellor of New York University (p. 64).

The professors of education sharing their thoughts with practical schoolmen on this happy occasion are FRANCIS G. CORNELL of the University of Illinois (research); WILLARD E. GOSLIN of Peabody College (curriculum), and F. DEAN MCCLUSKY of the University of California, Los Angeles (audio-visual education). (Pp. 69, 49 and 90, respectively.) Spokesman for the state departments of education at this birthday party is LEE M. THURSTON of Michigan.

FRANCIS R. SCHERER, superintendent of school buildings at Rochester, N.Y., is the nation's schools (upper and lower case) authority on plant operation and maintenance (p. 100). The same status in adult education is enjoyed by MALCOLM S. KNOWLES, administrative coordinator of the Adult Education Association, U.S.A. (p. 67).

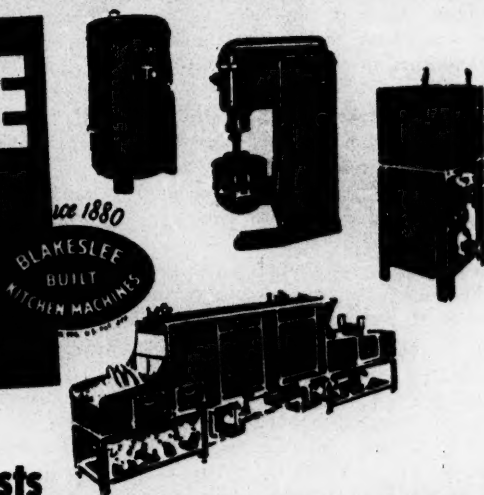
Schoolmen, architects and DARELL B. (for brainpower) HARMON who have contributed their thoughts on the School of Tomorrow section also are editorial consultants to The NATION'S SCHOOLS or frequent contributors.



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# MEGASCOPE

a brief, analytical look at several features  
in this issue by CALVIN GRIEDER, professor of  
school administration, University of Colorado



**Shaping Things to Come.** Since the median age of city school superintendents is nearly 50, probably more than half our present administrators had not begun their professional careers when *The Nation's Schools* was born. Much of this issue is for them a summary of U.S. educational developments in which they played little or no part.

By the same token, members of this group are the heirs of conditions which have been in the making for the last quarter of a century and more. The professional obligation to carry on in the presence of problems of unprecedented gravity is a heavy one indeed. But the opportunity to have a hand in shaping conditions through the next two or three decades converts the obligation into a privilege of the highest order.

As one peruses this month's rich offering, he must certainly note the generally sanguine view our authors take of the future. I wonder if the celebration of this silver anniversary has not kindled, in some instances, an almost too uncritical blitheness of spirit, a sort of Pollyanna optimism.

**Retake of a Nightmare.** It would be hard to imagine a period more difficult for school administration than the last 25 years. Fred Moffitt's "social history" (p. 35) recalls events and problems that for older men must be almost like the retake of a nightmare: from boom to bust to war to peace to cold war . . . ! Fortunately, memory tends to dim the unhappy past and to accentuate the positive.

**A Maturing Profession.** Overviews of city and rural school administration by Dean Fowlkes and Professor Butterworth are an admirable introduction to a series of articles on specific facets of the field. The dean's incisive statement (p. 39) on prevailing thought on theory and practice is a master-

piece. Twenty-five years ago such a piece could not have been written. New concepts and emphases have emerged that are symptomatic of a maturing profession.

**Charter for Action.** Drawn from a long professional career devoted to rural education, Butterworth's conclusions constitute almost a charter for action (p. 41). While acknowledging the gains that have been made, he also points out the still serious deficiencies of rural school programs and administration. He shows the way that rural education must surely take. I would qualify these remarks only with a reservation as to his insistence on the intermediate district. It has always seemed to me that the intermediate unit is a compromise that should not be adopted as a long-run solution.

**Bounce, Wit and Wisdom.** It takes a lot of bounce to write an article like Herold Hunt's (p. 45) and then wind it up with his concluding sentence. Most readers will agree that it takes a lot of bounce to be a superintendent, in the face of the hard facts of life he submits. It takes a lot of philosophy, too, so well reflected in Spinning's homespun discourse with the neophyte (p. 56). These same qualities shine through those brief notes from five charter subscribers (p. 10), bless 'em.

**And Glamor Too!** Educational administration is one of the few professions which have not yet welcomed women to top positions. Miss Jarrell (p. 48) places the responsibility squarely on the women themselves. That women can succeed in the work she herself demonstrates. And let's not discount the possibility of adding to the profession's sum total of glamor and smartness.

**The Most Realistic.** In this entire issue, Arvid Burke's article on finan-

cial prospects (p. 54) is probably the least optimistic, perhaps the most realistic. The economic milieu in which the schools operate is bad, and there's no profit in trying to blink it away. His suggestions offer no easy way out, but, combined with his admonitions, they do afford signposts for action.

**Heart of the School.** We administrators talk much about the pupils, the teachers, and the instructional program as the heart of a school system. Not often do we make a frontal attack on the job of developing an organization which reflects this principle. May Homer Anderson's report (p. 76) of how one school system did it stir others to do likewise.

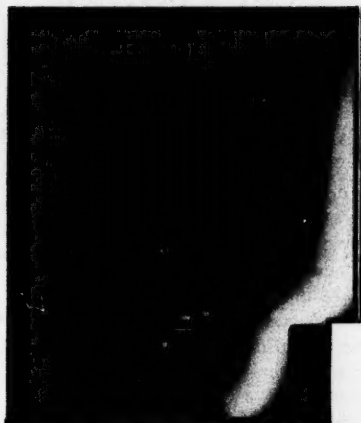
**Toward Higher Levels of Service.** In many pages this month it is apparent that we are experiencing the humanizing of school administration. Nowhere is this illustrated better than in Francis Cornell's summary of trends and practices in educational research (p. 69). The reorientation of research which he discerns should be a prime factor in elevating administration to higher levels of service.

**Filling a Void.** I was impressed with the phenomenal growth of audiovisual instruction reported by F. Dean McClusky (p. 90). More impressive are the indications that A-V service is rapidly taking on the qualities characteristic of teaching service at its best. It's getting out of the realm of gadgets, settling down to its proper function of filling a serious void in methods of instruction.

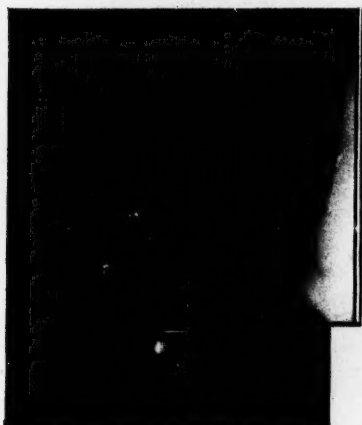
**Endless Opportunities.** Mary deGarmo Bryan has a vision of the school lunch program which is truly uplifting (p. 94). It is safe to say that few programs do more than scratch the surface in capitalizing on the endless educational opportunities she sketches. It would be a shame if the national administration nipped the program in the bud. If this happens, every effort should be made to preserve it by other means.

**Startling Predictions.** Malcolm Knowles must be a man who doesn't mind sticking his neck out. His 11 predictions on adult education (p. 67) will set you back on your heels. There

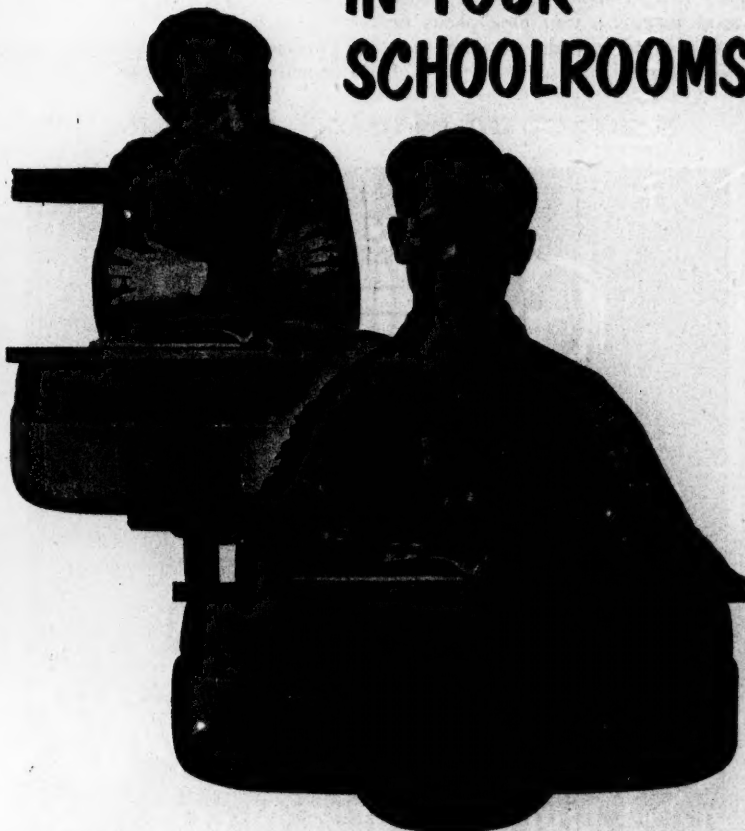
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is a bit of confusion between his and David D. Henry's article (p. 64) on just where the major responsibility for adult education should be lodged. Knowles plugs for the public schools, Henry for the higher institutions. Perhaps the solution lies partly with both.

**Sounds an Alarm.** If public school administrators think they carry more than their share of trouble, Henry's sharp look at higher education should assure them that they have plenty of company. He sounds an alarm that must be heard, and soon.

**Still Good Reading.** William McAndrew was "involuntarily retired" (his term) from the superintendency of the Chicago schools while *The Nation's Schools* was yet an infant. Many a sparkling epigram from his pen illuminated its pages. As the too-brief sample this month shows (p. 47), McAndrew still makes good reading and good sense. He and McGillicuddy (p. 89) must be cronies in Elysium.

**Fundamental Questions.** Sam Brownell poses a series of fundamen-

tal questions on teacher education and public policy (p. 61). His proposed answers are statesmanlike and, at the same time, show how far we must go in evolving an enlightened program of teacher preparation.

**Freedom for High Schools.** Freeing high schools from controls imposed by college entrance requirements is viewed by W. W. Haggard (p. 66) as the most significant development in college and high school relations. If one delved into the history of entrance requirements past and present, he would find scarcely a shred of evidence in their support. Mostly they were set up on the basis of armchair philosophizing and then decreed as by a "higher authority."

**Succinct Paragraphs.** Lee Thurston's unusual interpretation of the rôle of state education departments throws a new light on these important agencies (p. 53). His thesis that the improvement of local administration is their particular concern is summarized in five deceptively succinct paragraphs.

**Yes and No.** Public education has become increasingly free from the embroilment of party politics. Whether this trend will continue may depend in part, as Ben Brodinsky implies (p. 104), on the new Congress and administration. His shrewd analysis of the national scene will be approved in some quarters, rejected in others.

**School for Freedom.** One is forced to conclude with Willard Goslin (p. 49) that heroic progress has been made in curriculum. His perspective restores an awareness of gains sometimes forgotten by reason of their gradual nature. In his pregnant prophecy that the American School of Tomorrow will be the School for Democracy and Freedom lies a great hope for a peaceful world.

**Tomorrow's School.** Darell Boyd Harmon launches the portfolio on the School of Tomorrow with a brilliant analysis of school plant problems (p. 79), raising a veritable blizzard of unanswered questions. One thing stands out: We need to learn much more about children in order to plan and build adequate schools. Architects are eager to exploit research findings. Administrators will have to hustle to keep abreast.

(Continued on Page 114)

The NATION'S SCHOOLS

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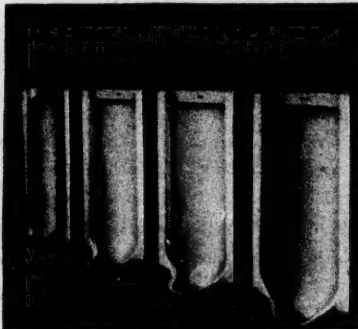
Plumbing contractor: Burt Co., Inc., Buffalo.

General contractor: The John W. Cowper Company, Buffalo.

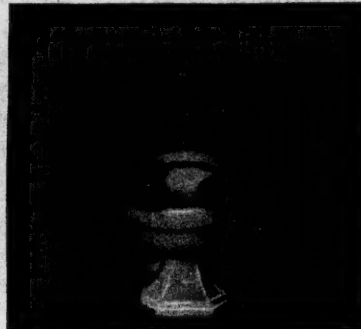
Plumbing wholesalers: W. A. Case & Son Mfg. Co., Buffalo.



A lavatory in every classroom reduces hall traffic in the Williamsville school—helps make each room a self-contained unit. Here is the Hibben lavatory, made of genuine vitreous china with non-tarnishing Chromard fittings.



Chinal urinals are specially designed for easy access by students of all ages. The Chinal has integral flush spreader that washes evenly with minimum water. Genuine vitreous china construction makes it easy to keep clean.



This Madera water closet has an elongated bowl for greatest sanitation, also comes in a junior size ideal for elementary schools. It features siphon jet water action that assures thorough cleansing of the bowl at each flush.

American Radiator & Standard Sanitary Corporation, P. O. Box 1226, Pittsburgh 30, Pa.

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## LETTERS

from charter subscribers  
who were invited to reminisce  
about the past quarter century.

### My Most Unforgettable Moment

The evening of last May 21, just before the eighth grade class marched out to take its place facing 3000 relatives and friends seated in the stadium, the president of the school board asked me to stop by his home on a matter of school business after the exercises.

I resented having something else piled on even before I could be rid of the tensions and responsibilities of commencement exercises. I told him I had a habit of going down town for a cup of coffee and a cigar after the commencement exercises. He failed to take the hint. It occurred to me I might just tell him he could get himself another superintendent as of the moment the last happy graduate marched off the field.

Not a hint as to the nature of the business. When we reached his home he handed me a legal size envelope. What now? If I was fired I took a very dim view of the time, place and manner of it. If it was another letter from that screwball woman, the president of the board could take the letter and eat it.

I extracted from the envelope a formal looking paper. It was a copy of the minutes of an official board meeting wherein, "in appreciation of services rendered, etc. . .," our new school was officially named the Harold W. Smith School.

That was my moment of deepest humility.—HAROLD W. SMITH, *superintendent of schools, Glendale, Ariz.*

### If I Were to Do It Again

If I were starting out again as a young school administrator, it would be my policy to get more formal education at an early date, read more of the best books in the field of education, and try to attend every good meeting relative to school work. It is a pleasure to know that these three things were done and there are no regrets about the time and money spent in individual growth and development. It is a good policy for an administrator to move around in order to obtain information on the best theories and practices. I do not mean he should change jobs, but there

(Continued on Page 116)



# NOW . . . a Unique Combination Fabric!

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Duracote Corporation, Department 711  
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Title

Organization

City  Zone  State

# About People

From Pages of The Nation's Schools

## TWENTY-FIVE YEARS AGO



Francis L. Bacon

**Francis L. Bacon**, formerly assistant superintendent of secondary education, Newton, Mass., recently accepted the positions of principal of Morton High School, Cicero, Ill., and president of the Morton Junior College, a township educational project. Mr. Bacon is president of the National Association of Secondary-School Principals.

**E. L. Bowsher** has been elected superintendent of schools, Ashland, Ohio.

**John A. Sexson**, superintendent of schools at Bisbee, Ariz., has been elected to the superintendency at Pasadena, Calif.

**Willard E. Givens** has been named superintendent of schools at Oakland, Calif., having resigned from his post at San Diego. Mr. Givens succeeds **Fred M. Hunter**, who has been made chancellor of the University of Denver. Mr. Givens was assistant superintendent of Oakland schools from 1923 to 1925, after a number of years' service in educational posts in Hawaii.



Willard E. Givens

**Dr. George D. Strayer** and **Dr. N. L. Engelhardt** are being assisted in the work of the Florida Educational Survey by members of the faculty of Teachers College, including **Director R. J. Leonard** and **Profs. W. C. Bagley, M. B. Hillegas, E. S. Evenden, Carter Alexander** and **Paul R. Mort**.

**Gilbert S. Willey** was recently named superintendent of schools at Trinidad, Colo., succeeding **H. M. Corning**, who was elected to the superintendency at Colorado Springs.

**Susan M. Dorsey** has been reelected superintendent of the Los Angeles city schools. Mrs. Dorsey began her ninth year as superintendent and her thirty-

second year as teacher in the schools of Los Angeles on January 1.

**Frank D. Boynton**, superintendent of schools, Ithaca, N.Y., was elected president of the Department of Superintendence of the N.E.A. at the annual convention in Boston, February 23 to March 1. **Joseph M. Gwinn**, superintendent of San Francisco schools, was chosen first vice president of the department.



Joseph M. Gwinn

**Dr. Rollo G. Reynolds**, provost of Teachers College, Columbia University, has been appointed principal of the Horace Mann School, succeeding **Henry Carr Pearson**, who resigned after 25 years of service.

**S. T. Neveln**, superintendent of schools, Austin, Minn., was recently reelected for a three-year term.

**Frank A. Jensen**, superintendent of schools, Rockford, Ill., has been reelected for a one-year term.

**G. Robert Koopman**, formerly superintendent of schools, Vicksburg, Mich., has been appointed principal of the Tappan Junior High School, Ann Arbor, Mich.

**Frank G. Pickell**, superintendent of schools at Montclair, N.J., was recently reelected for a two-year term.

**L. E. Leipold**, superintendent of schools at Bimidi, Minn., for the last four years, recently resigned.



William F. Russell

**William Fletcher Russell** will be inaugurated dean of Teachers College, Columbia University, on April 10. Dr. Russell has been professor of education and director of the international institute since 1923, when he went to Columbia from the deanship in education at the State University of Iowa.

**Ben G. Graham** has been advanced by

the Pittsburgh Board of Education to the rank of first associate superintendent, the position formerly held by **Charles R. Foster**, who resigned last spring to become principal of State Teachers College, Indiana, Pa.

**Chester F. Miller**, for the last six years superintendent of schools at Galesburg, Ill., was recently appointed superintendent of schools at Saginaw, Mich., effective July 1.

**Dr. Charles H. Judd**, director of the school of education, University of Chicago, testified in favor of a House bill introduced by Rep. Reed of Dunkirk, N.Y., to create a federal Department of Education, at a recent hearing before the House committee on education. Dr. Judd said he represented the North Central Association of Colleges and Secondary Schools, which is in favor of the measure. "A complete change has been going on in both elementary and higher education," Dr. Judd said. "In many places they have only six grades in the so-called grade schools. Also there have appeared junior colleges and junior high schools."



Charles H. Judd

**W. H. Lemmel**, superintendent of schools, Caruthers, Mo., was recently elected president of the Missouri State School Administrative Association.

**Arthur B. Moehlman**, professor of education at the University of Michigan, has been elected president of the American Educational Research Association. The retiring president is **John K. Norton**, director of research of the N.E.A. and editor of the *Research Bulletin*.

**Galen Jones**, principal of the Port Arthur High School, Port Arthur, Tex., has been appointed principal of Reading High School, Reading, Pa. He was formerly director of instruction in the junior high schools of San Antonio and high school principal at Sapulpa, Okla.

(Continued on page 108)

# GREAT LINE OF THE LEADER!

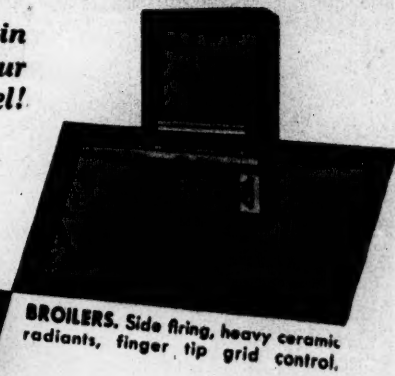
Shown are only nine of the 62 Garland models! Available in almost any number of different combinations to meet your individual requirements! Fired with gas—the ideal fuel!



**HEAVY DUTY RANGES.** Spectro-Heat hot top (or open top).



**HEAVY DUTY RANGES.** Unitherm Fry Top; high edges reduce spillovers.



**BROILERS.** Side firing, heavy ceramic radiants, finger tip grid control.



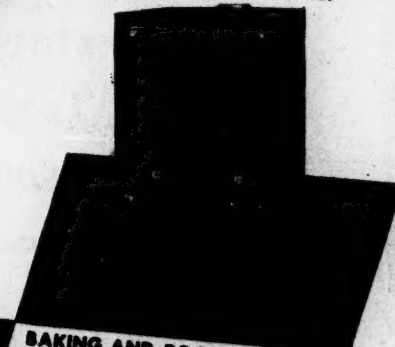
**RESTAURANT RANGE.** Model 194; Two ovens, open top, hot top, griddle sections in any combination desired.



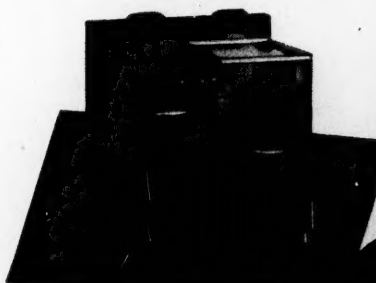
**RESTAURANT RANGE.** Model 182; One oven, griddle and broiler, open top or combination hot top sections.



**RESTAURANT RANGE.** Model 183GG; Two ovens, griddle and broiler, open top or combination hot top.



**BAKING AND ROASTING OVENS.** Extra large capacity in less than 7½ square feet of floor space.



**DEEP FAT FRYER.** Faster fat temperature recovery, heat distribution.

**DINETTE.** Compactly designed for small volume cooking and diet kitchens.

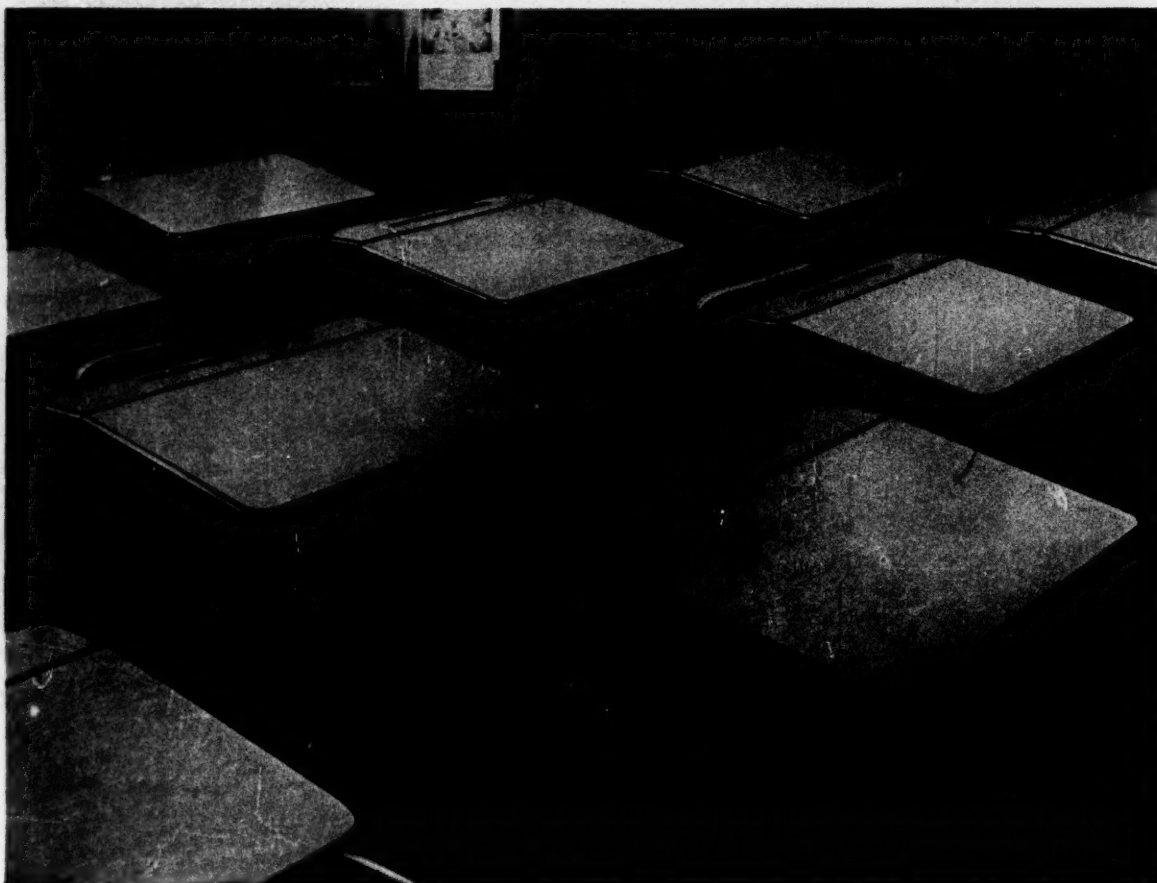


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Desks in the photograph are topped with G-E Textolite in the popular Birch wood grain finish.

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He found soon after installation that costs were immediately lowered because G-E Textolite cleans so easily. Classrooms with G-E Textolite topped desks can be cleaned in much less time than old-fashioned tops. Students, too, take pride in keeping their desk tops clean and neat.

With G-E Textolite you're money ahead on maintenance and cleaning costs — from the minute they are installed.

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literature and prices or see  
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***The New Vinyl Flooring All America Is Talking About!***

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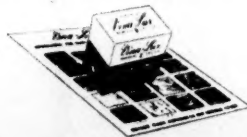
**WHEN YOU EAT** on Vina-Lux floors spilled food won't spoil them. Vina-Lux will not soften or deteriorate from oil and grease abuse.

**WHEN YOU PLAY** on Vina-Lux floors its sure-footed, non-slip surface gives greater safety — gives longer years of service under the hardest traffic conditions.

**WHEN YOU CLEAN** Vina-Lux floors, you realize how simple and economical they are to maintain. Its tight, super-smooth surface refuses to absorb dirt — needs no waxing.

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*"Azrock Makes Fine Floors"*

### SAG-PROOF HINGES



Rugged 3-knuckle hinges, with 3/16" semi-recessed pins, are made of 14-gauge steel both welded and bolted into place.

### GREATER SECURITY



Only Medart Lockers have this patented pick-proof "dual latch" mechanism concealed in the lock rod channel. It's pre-locking, positive in action whether door is slammed or gently closed.

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Top, bottom and sides of frame are die-formed channel-shaped steel, electrically welded into a single rigid unit that stays square and true.



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Compare this feature with ordinary lockers! Bottoms won't break or sag. Return flange of bottom rests on steel frame to which it is securely bolted.



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Heavy malleable iron front legs are adjustable up or down to compensate for unevenness of floors, and spaced for easy cleaning.



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For Years Of  
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Telegraphic Gym Seats Lockers & Wire Basketball Shelves Lockers & Grade-Ruben Basketball Backstops Physical Fitness Apparatus Basketball & Football Scoreboards Physical Therapy Equipment

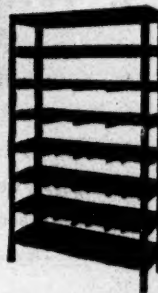
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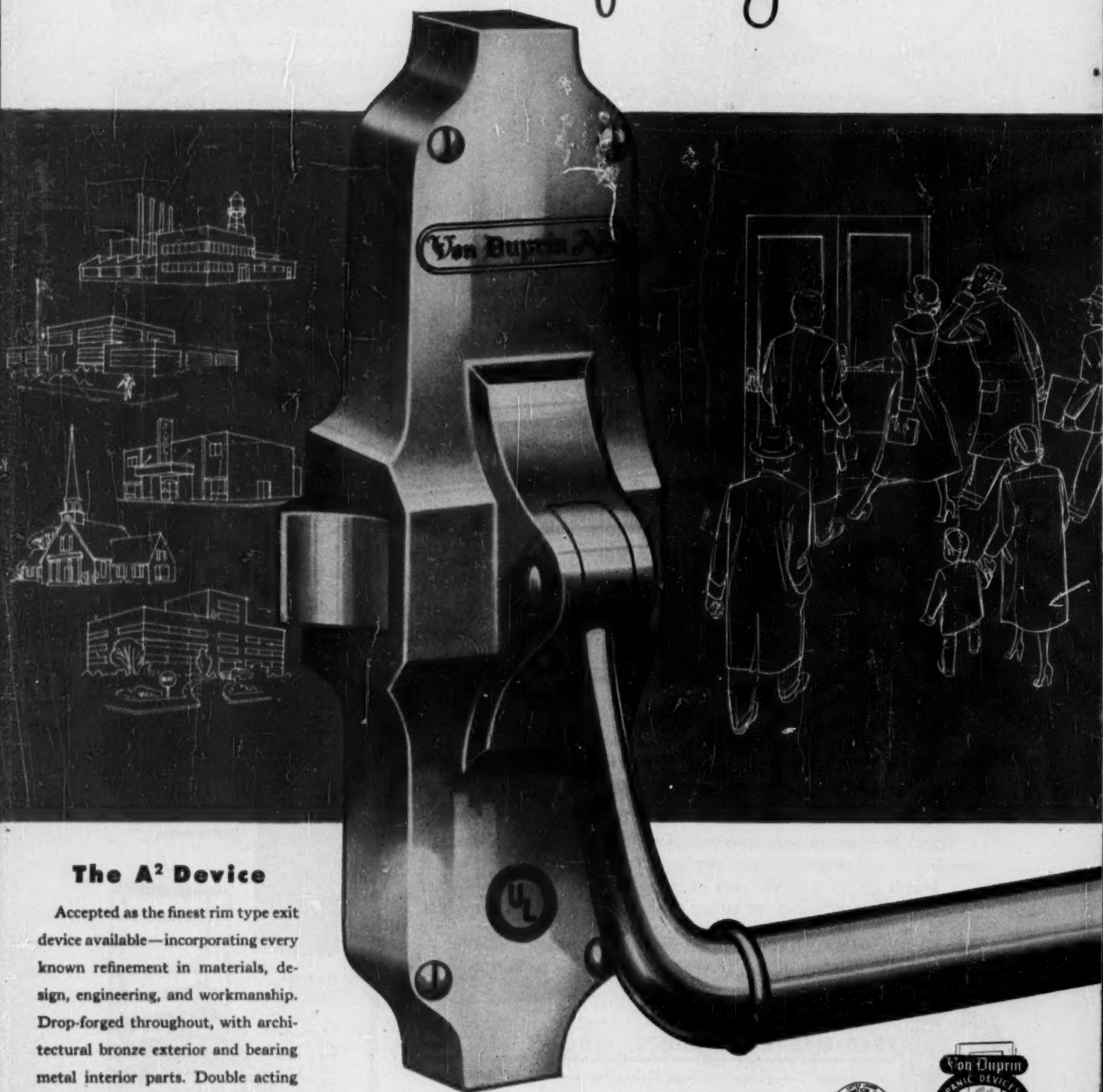


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Accepted as the finest rim type exit device available—incorporating every known refinement in materials, design, engineering, and workmanship. Drop-forged throughout, with architectural bronze exterior and bearing metal interior parts. Double acting crossbar is X-Bar reinforced. Pressure either up or down will release latches.

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**FIRE AND PANIC EXIT DEVICES**

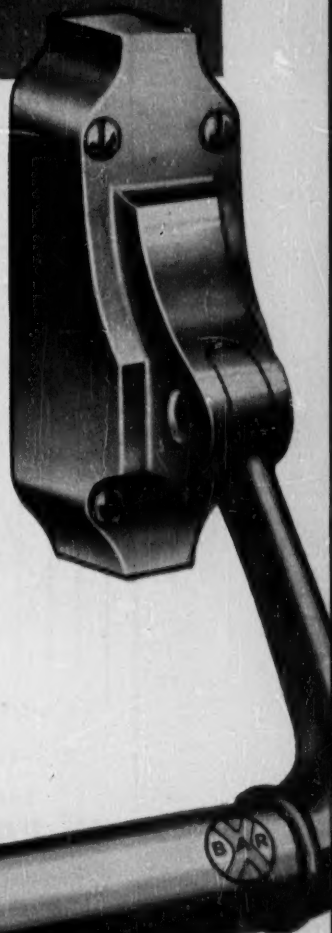


Every public building deserves genuine Von Duprin exit devices—not only to assure “the safe way out” in case of fire or panic, but also to provide the unfailing, trouble-free operation that keeps traffic flowing efficiently at *all* times.

Von Duprin devices are easy to install, require virtually no maintenance, and are quality-constructed to last a lifetime. The mechanism is precision-made and foolproof: any kind of pressure anywhere along the crossbar instantly releases the latch and opens the door. Approved by Underwriters' Laboratories, Inc. for accident hazard.

Safety is your first trust. Guard that trust best by specifying Von Duprin exit devices.

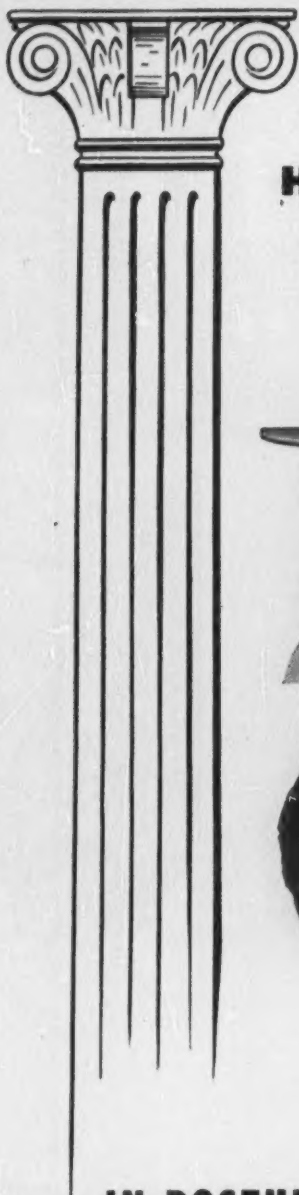
VONNEGUT HARDWARE CO., VON DUPRIN DIVISION, INDIANAPOLIS 9, IND.



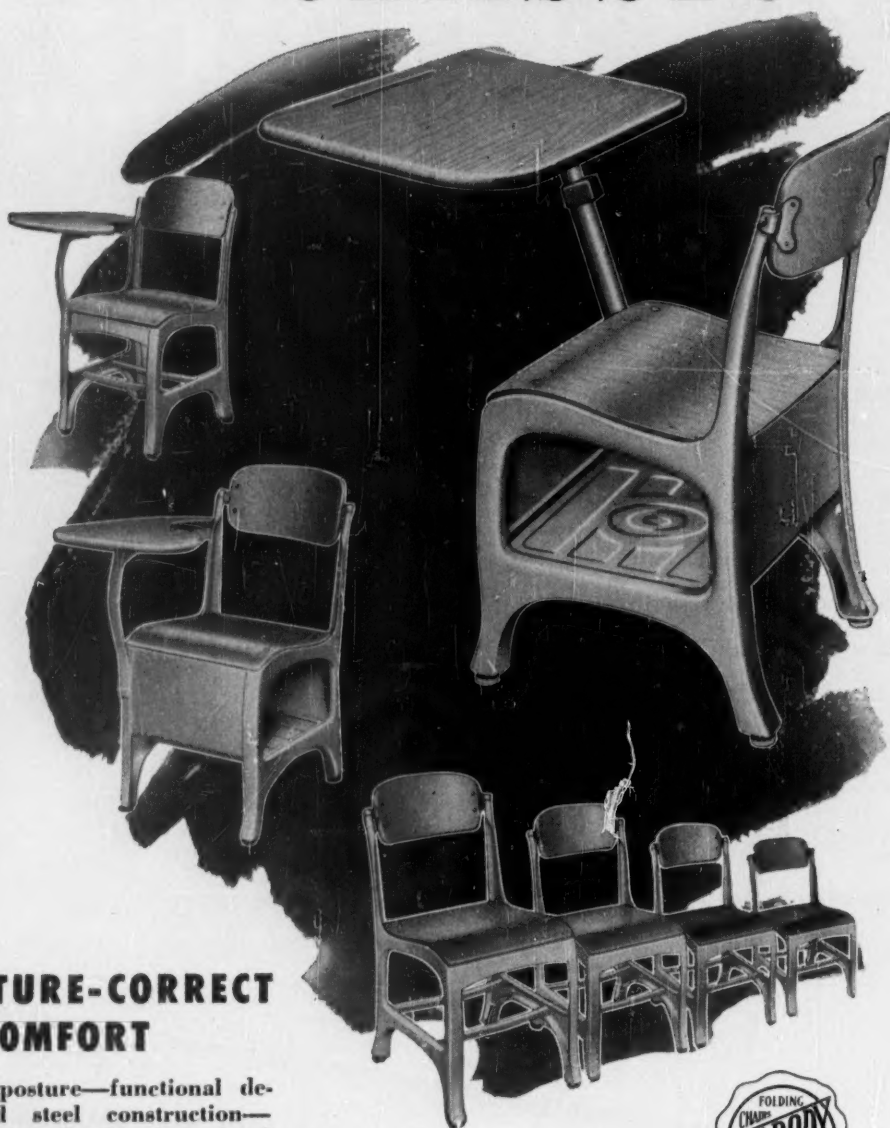
Call in your  
**Von Duprin**  
“Exit Specialist”



Let a Von Duprin representative or your Von Duprin contract hardware distributor bring his many years of experience in exit planning direct to your desk. These men have all the facts on Von Duprin devices and accessories to save you time on specifications. Get acquainted with the Von Duprin “Exit Specialist” in *your* area. For his name, write Vonnegut Hardware Co., Von Duprin Division, Indianapolis 9, Indiana.

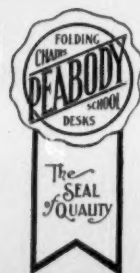


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Engineered posture—functional design—pressed steel construction—added strength. Solid Northern hard maple tops and tablet arms. Tough “Celsyn” finish resists marring and scratching. Posture-correct back—automatically adjusts for proper support in study, recitation or visual education positions. Chair desk top adjusts to and from student as well as up and down. Large rubber cushioned steel glides reduces noise—kind to floors. Finished in beautiful “Suntan” color—engineered color harmony. *No One Ever Regretted Buying Quality.*



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Heinz' experienced soup chefs are working for you—when you stock and serve Heinz Bulk Soups! They do all the cooking, slicing, dicing, etc.—in Heinz modern soup kitchens. As a result, your chefs are freed from the time-consuming fuss and muss of costly, old-fashioned soup preparation. They can devote their energies to other money-making menu items! Yes, and what's more, you're able to feature a greater variety of soups—14 in all—all delicious—and all Heinz!

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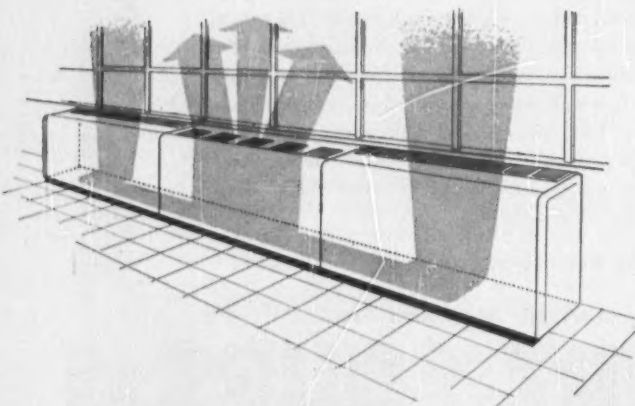
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The days of The Little Red Schoolhouse where Readin' . . . 'Riting and 'Rithmetic were taught to the tune of a hickory stick . . . have faded even further down the corridors of memory with the opening of the new Smith Street School in East Hempstead, Long Island, N. Y.

Here a far-sighted Architect and a progressive Board of Education have guaranteed generations of children healthier, happier schooldays in an ideal "Classroom Climate" by specifying the finest known school Heating . . . Ventilating . . . and Cooling equipment . . . the Herman Nelson DRAFT|STOP system.

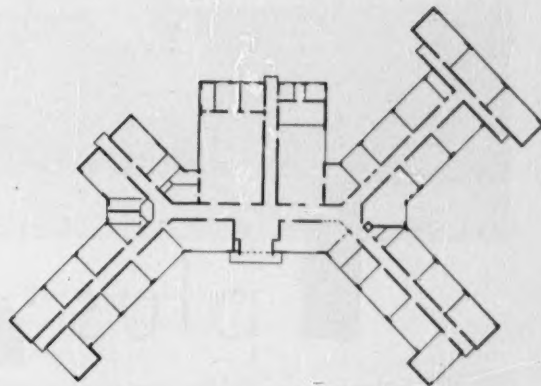
The DRAFT|STOP system . . . as it does in hundreds of other modern schools throughout our country . . . provided the perfect answer to the heating, ventilating and cooling problems faced by the architect and engineers engaged in building this newest New York School.

# School Uses DRAFT|STOP

The DRAFT|STOP system traps and warms the flow of cold air pouring down off the large window surfaces and mixes it with exactly the right amount of fresh, clean outside air and then gently circulates it throughout the classroom . . . without drafts! The result . . . perfect "Classroom Climate" . . . always!

And **ONLY** the exclusive DRAFT|STOP system offers this perfect heating, ventilating and cooling control.

*If you are planning a new school or a school modernization program—it will pay you to choose Herman Nelson DRAFT|STOP—the unit ventilator designed to keep children learning . . . in health and comfort. Please write Dept. NS-1 Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.*



Floor plan of the new Smith Street School.

## MORE DRAFT|STOP SCHOOLS

There are a great many schools in the New York and New Jersey area enjoying the advantages of Herman Nelson DRAFT|STOP heating, ventilating and cooling installations. Here are a few:

Elementary School No. 26 Buffalo, New York	De Cou School Trenton, N. J.
Elementary School Grand Island, New York	Fredon Twp. School Fredon Twp., N. J.
New Elementary School 18th Snyder, New York	Milton Avenue School Chatham, N. J.
Highland School Tonawanda, New York	Pingry School Hillside, N. J.
Elementary School Bldg. Niagara Falls, New York	Joseph S. Stokes Memorial Trenton, N. J.
Smith Street School Uniondale, Hempstead, L. I., New York	Hammond Central School Hammond, New York
Amos Harrison School Livingston, N. J.	Hauppauge School Addn. Long Island, New York
Florham Park School Add'n Ridgedale Avenue Madison, N. J.	Jordan H. S. Addition Jordan, New York
	Honeoye Falls Central School Honeoye Falls, New York

Smith Street School, East Hempstead, L. I., N. Y. Supervising Principal, Dr. John J. Forester; Architect, Frederic P. Wiedersum; Consulting Engineer, Foster & Cafarelli; Mechanical Contractor, Berwind & Co.

**DRAFT|STOP**

**HERMAN NELSON**

SYSTEM OF CLASSROOM  
HEATING AND VENTILATING





1 plus 2 makes



3 gyms in one!

■ HORN folding gymseats and partitions can easily triple your gym facilities! When the partitions are folded and the seats extended you have an exhibition gym that pays its own way. With the gymseats folded and the partition extended your gym becomes two separate units.

For planning that gives you three gyms in one, plan with Horn. Horn equipment gives you the design you need for efficient use of space, and the quality of construction you need for long years of trouble-free service. Horn representatives in your area will help you plan your three gyms in one... Horn factory crews will supervise your installation.

Write today for details on Horn folding gymseats and folding partitions... and the new Horn wardrobes and folding stages!

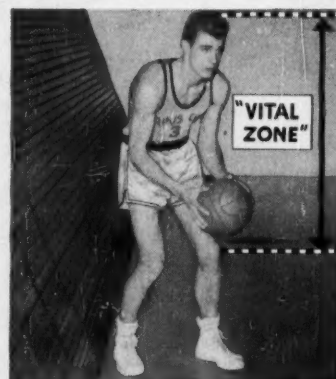
## HORN BROTHERS

SCHOOL EQUIPMENT

DIVISION OF

THE BRUNSWICK-BALKE-COLLENDER COMPANY

FORT DODGE, IOWA



**FOR SAFETY, plan with HORN!**  
Horn folding gymseats provide a smooth, sloping surface when folded... real protection for the vital zone!

Seattle's Efficient  
**MODERN SCHOOL ADMINISTRATION BUILDING\***  
 Equipped with **POWERS** Temperature Control

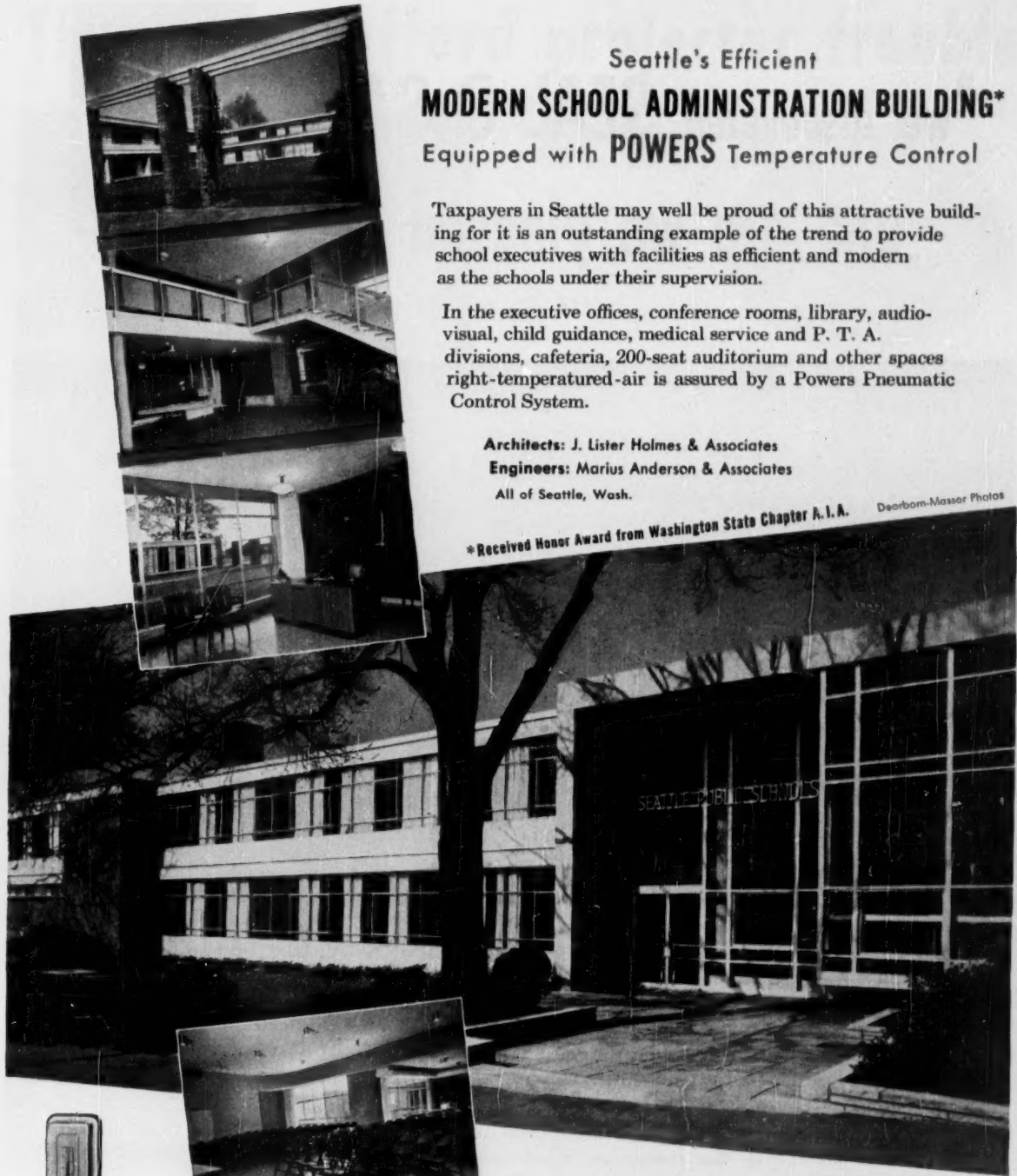
Taxpayers in Seattle may well be proud of this attractive building for it is an outstanding example of the trend to provide school executives with facilities as efficient and modern as the schools under their supervision.

In the executive offices, conference rooms, library, audio-visual, child guidance, medical service and P. T. A. divisions, cafeteria, 200-seat auditorium and other spaces right-temperated-air is assured by a Powers Pneumatic Control System.

**Architects:** J. Lister Holmes & Associates  
**Engineers:** Marius Anderson & Associates  
 All of Seattle, Wash.

\* Received Honor Award from Washington State Chapter A. I. A.

Dearborn-Massor Photos



**POWERS** Pneumatic Systems  
 of  
 Temperature Control

... prevent OVER-heated rooms. Greater comfort, lower fuel bills and many years of dependable service make Powers control a highly profitable investment. Contact our nearest office for help in solving your temperature control problems.



Established in 1891 • **THE POWERS REGULATOR COMPANY** • SKOKIE, ILL. • Offices in Over 50 Cities

(b1)

"we discovered **SEAL-O-SAN**  
and are we pleased!"



SAYS *Bill Moore*

Basketball Coach  
Shepherd College  
Shepherdstown, W. Va.



"WE CONDUCTED OUR OWN FLOOR FINISH SURVEY. . . and even though the architect specified another finish for the hardwood floors in our new fieldhouse, we picked SEAL-O-SAN! And we were glad we did! At such leading schools as the universities of Michigan and Kentucky, we found that SEAL-O-SAN was recommended above all other gym floor finishes. Why? We learned that SEAL-O-SAN GYM FLOOR FINISH does a double-duty job . . . assures safe, sure footing for all sports, plus extra protection from careless abuse. It's ideal on our multi-purpose floors."

What are you doing to protect your expensive hardwood gym floor from abuse? There is an answer that thousands of schoolmen know and use . . . SEAL-O-SAN GYM FLOOR FINISH.

HUNTINGTON LABORATORIES, INC. • Huntington, Indiana • Toronto, Canada



☐ Send the names of Seal-O-San users in my neighborhood, and send me more information on Seal-O-San.

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

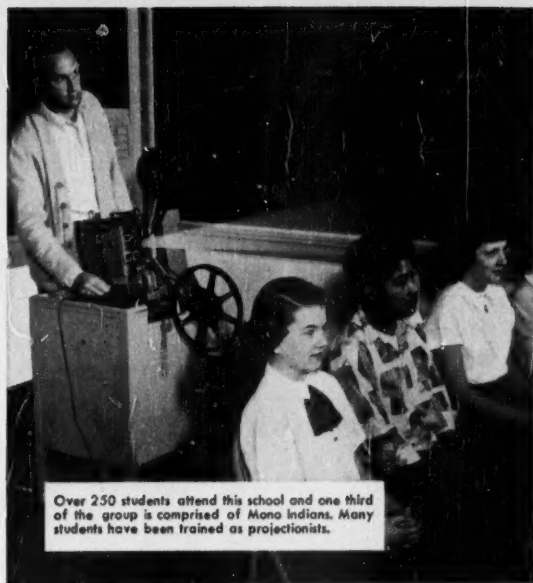
**SEAL-O-SAN®**  
GYM FLOOR FINISH



# They can't afford projector trouble at North Fork!



Mr. J. A. Thomason (l) and Mr. Norman Gould with the Kodascope Pageant Sound Projector used in North Fork (Calif.) Union Elementary School.



Over 250 students attend this school and one third of the group is comprised of Mono Indians. Many students have been trained as projectionists.



Because of its remote location, the school district at North Fork, California, can't risk a sound projector breakdown. The district covers a half million acres in the Sierra Nevada Mountains and, although Fresno is only 45 miles away, many of these miles are vertical.

To the people of North Fork, sound movies mean a lot more than an Audio-Visual teaching aid. They are a source of community education and entertainment. They are used by the Boy Scouts, Brownies, 4H Club, and other community groups.

Mr. J. A. Thomason, the District Superintendent and Principal, and his Audio-Visual Director, Mr. Norman Gould, chose a KODASCOPE PAGEANT SOUND PROJECTOR for these reasons:

1. The Pageant is portable, easily taken from place to place.
2. The Pageant is sturdy, withstands heavy use.
3. The Pageant is easy to operate and requires no lubrication.
4. The optical system always projects a sharp, clear picture—corner to corner.
5. The sound system provides faithful reproduction from all types of sound film.
6. The Pageant is priced to fit the most modest school budget.

And how did North Fork's Pageant measure up? After more than 18 months of almost constant use, its **PAGEANT SOUND PROJECTOR** has never lost an hour from mechanical, electronic, or optical breakdown! In your school, as at North Fork, the Pageant will prove a useful and dependable teaching aid.

The Pageant and speaker, in a single, portable case, weigh only 33 lbs. . . . list at \$400. In a two-case, 4-speaker unit, \$492.50. Why not let your Kodak Audio-Visual Dealer demonstrate the Pageant for you—or write us for new free booklet.

*Prices subject to change without notice.*

## MOTION PICTURES

...teach, train,  
entertain

**EASTMAN KODAK COMPANY, Rochester 4, N. Y.**

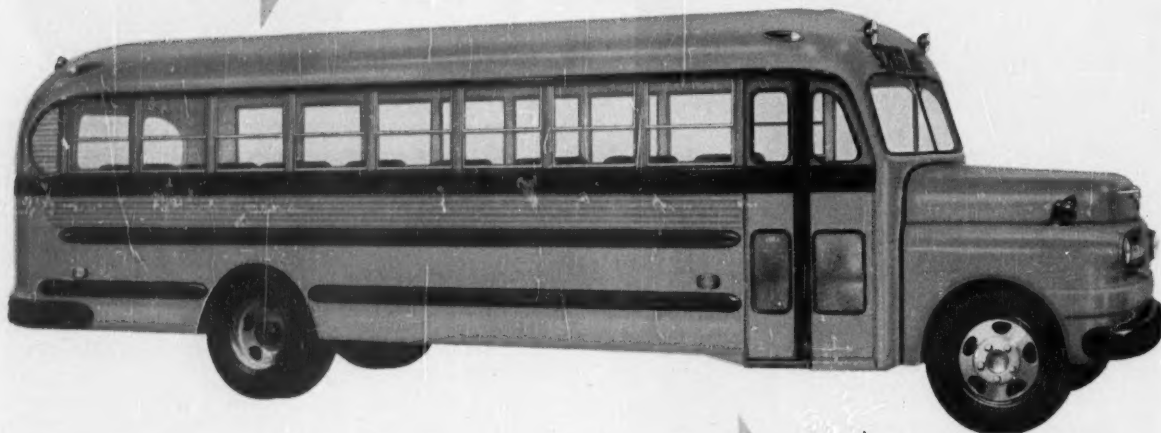
Please send me your booklet on the Kodascope Pageant Sound Projector.

NAME \_\_\_\_\_  
STREET \_\_\_\_\_  
CITY \_\_\_\_\_ ZONE \_\_\_\_\_  
STATE \_\_\_\_\_

Kodak

# NEW 1953 SUPERIOR PIONEER

*presents beautiful Strata-Flo Styling  
like latest cross-country buses*



The 1953 Superior Pioneer is instantly recognized because it is the only school coach that has sleek new Strata-Flo Styling like the most modern cross-country buses . . . the only school coach armored with multi-ribbed Safe-T-Shields that provide extra life-saving protection for your children.

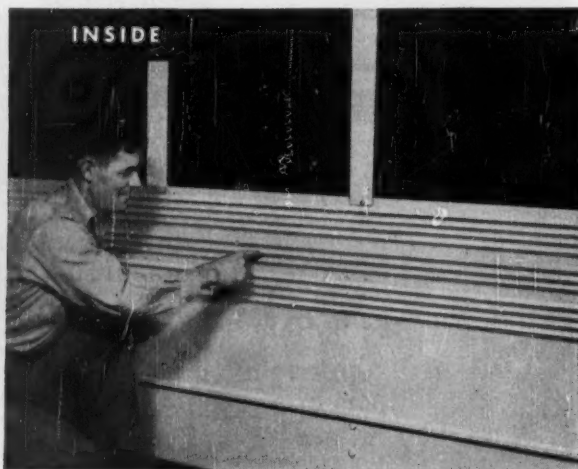
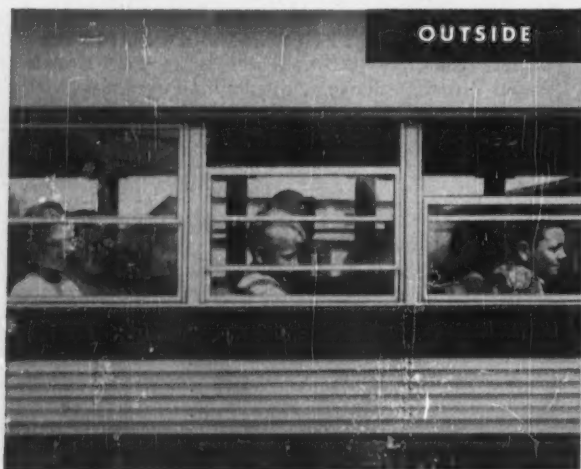
The horizontal ribs in the Safe-T-Shield panels greatly increase beauty of the coach and, more important, they enable the Safe-T-Shields to withstand many times more pressure than ordinary flat steel panels. These Safe-T-Shields run full length of sides, both *inside* and *out*, providing DOUBLE-ARMORED passenger security.

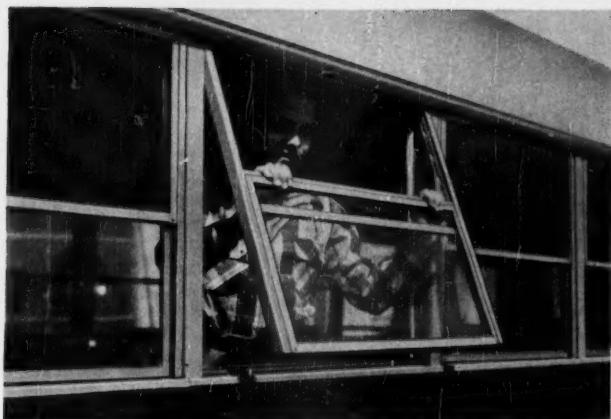
Add to this the stronger-than-ever new Super-Guard Frame . . . the exclusive new Safe-T-Exit Windows that speed emergency escape . . . the new Super-Jet-Flo Heating, Ventilating, and Defrosting . . . the new "comfort-planned" interior with 72-inch headroom . . . plus the many other outstanding features, and you have by far the best school bus buy on the market today.

The Pioneer lives up to its name in safety, comfort, durability, and beauty. It's the school coach your children will be proudest to ride in—and it's priced to give you most for your money. Contact your Superior Distributor today.

SUPERIOR COACH CORPORATION, LIMA, OHIO

***Ribbed Safe-T-Shields provide greatest strength and beauty***





**New Safe-T-Exit Windows** speed emergency escape. Lower top sash clear down, push out, and whole window swings out. Two such windows (one on each side) are standard.



**Massive, box-type, wrap-around bumper** is mounted so impact is absorbed by chassis instead of by coach in which children ride.



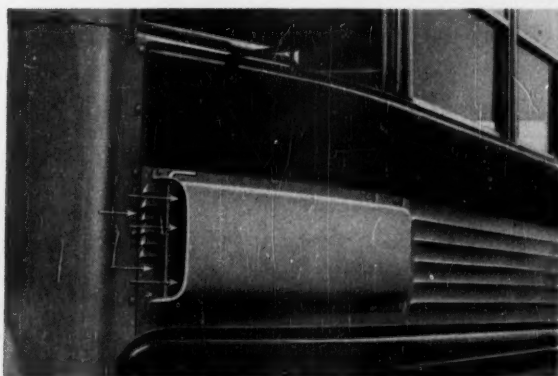
**Extra headroom at rear** helps prevent head injury in rear crash, ends "bent-neck" posture. Exceeds legal requirements.



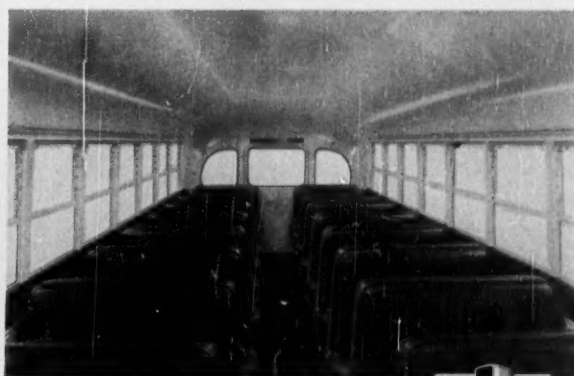
**Six-footers can stand erect.** No stooping nor bumping of heads on ceiling. Ribbed linoleum in aisle.



**Easy-to-reach hand rail** helps smaller children get on or off safely.



**Super-Jet-Flo Heating, Ventilating, Defrosting System**, the most efficient on any school bus, brings abundant fresh air into coach through this fan-powered, jet-type air scoop.



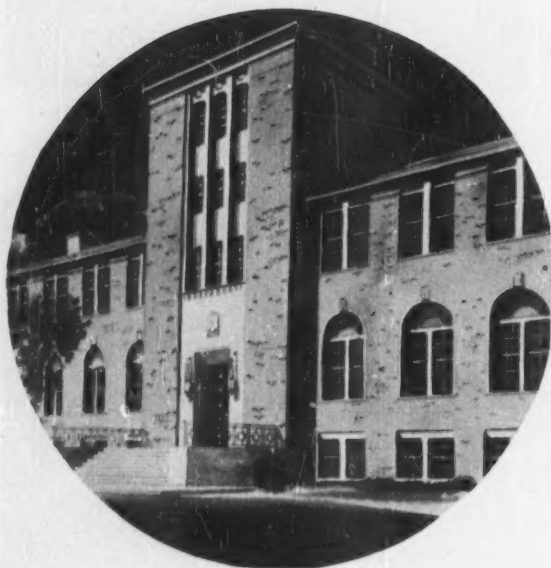
**Spacious "comfort-planned" interior** has restful, wear-resistant seats and thick shoulder cushions. Completely insulated.



**More children ride Superiors than any other school bus  
because only Superior gives you so much for your money!**



# made to outlast any school... cut maintenance too!



In times like these it's just good business to take a second long look when selecting windows for your school buildings.

Cost, of course, is a factor, but the WAY cost is figured is the important thing.

How long will the windows last?

What about maintenance?

Those two questions are keys to better buying and here Ceco-Sterling Aluminum Double-Hung Windows win on both counts. Made of ageless aluminum, they give rugged life-time service . . . will outlast any school . . . won't rust, rot, warp, or swell . . . provide the tightest weather seal ever.

When it comes to maintenance Ceco-Sterling Aluminum Windows deliver a plus value.

No painting is necessary and cleaning

is a mere matter of wiping.



## CECO STEEL PRODUCTS CORPORATION

Offices, warehouses and fabricating plants in principal cities  
General Offices: 5601 W. 26th St., Chicago 50, Illinois



Here is Ceco-Sterling **Double-Hung** Aluminum Window, series 200-B

*In construction products  
**CECO ENGINEERING**  
makes the big difference*

**Choose the Unit  
that Best Suits  
Your Needs**

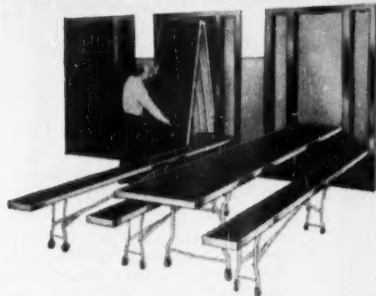


Schieber, originators of In-wall folding tables and benches, now offer a second style. The economies of multiple-use-of-space are now available to all schools regardless of budget or special requirements.

**ALL-STEEL CONSTRUCTION**

*In-wall*

**RIGIDLY ATTACHED TO WALL POCKETS**



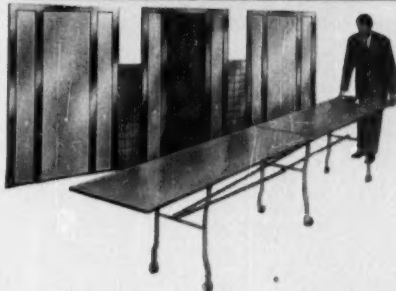
Here is genuine quality that has stood the test of time. Since 1937, more than 500 architects have specified thousands of these units in schools from coast to coast. With full knowledge of the rugged use they receive Schieber puts into their construction the best in workmanship and materials. Sound policy? Schieber IN-WALL users have no service problem.

Unless you foresee the need of detaching tables and benches from the wall, specify IN-WALL and get the extra rigidity and quality it offers as compared with detachable units.

**PLYWOOD TOPS—STEEL LEGS**

*Port-a-Fold*

**DETACHABLE FROM WALL POCKETS**



This is a low cost, plywood top, version of IN-WALL, yet many of the important quality features of IN-WALL are incorporated in its design. With 15 years experience building folding tables and benches, Schieber knows exactly where strength is needed. No castings are used in Port-A-Fold and reinforcements are provided where necessary to absorb the abuse of daily operation.

If conditions require various seating arrangements or your budget is restricted, specify this unit.

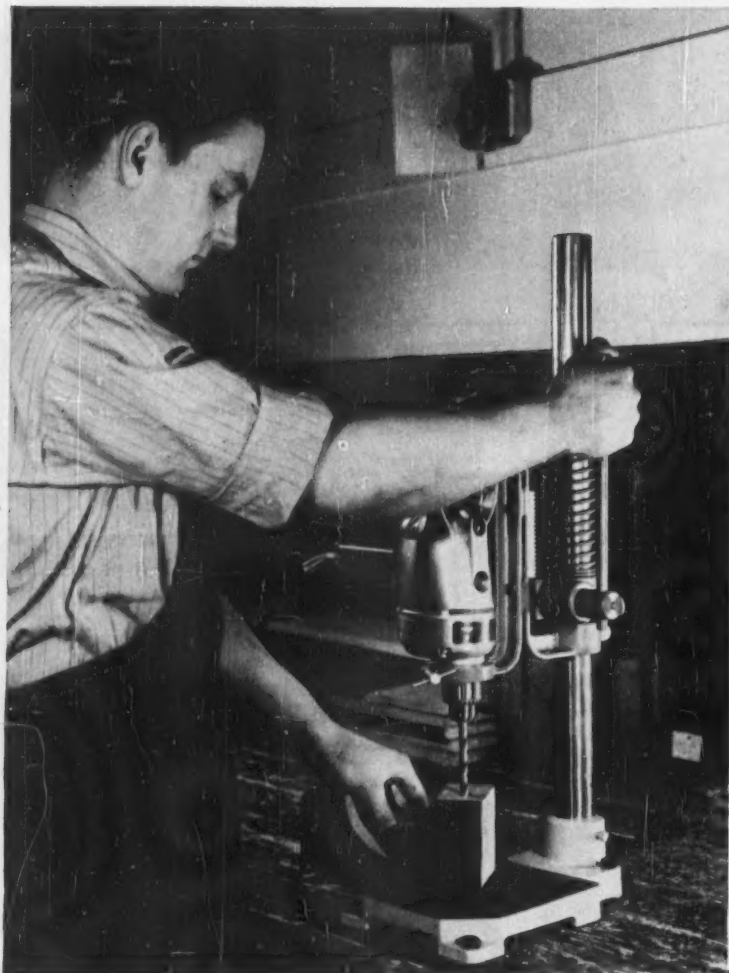
If you are planning a new school or modernization of an existing building, consult SWEET'S file or write for these two catalogs and get complete details on both Schieber units. Then choose the type that best suits your needs.



**SCHIEBER  
SALES COMPANY**  
DETROIT 26, MICHIGAN

a name that  
has always stood  
for highest quality  
in folding table  
and bench  
equipment.

# Compact **SKIL** Drill speeds maintenance, doubles in vocational classes!



**SKIL Drill  
Model 80**

Capacity  $\frac{1}{2}$  in. in steel,  $1\frac{1}{4}$  in. in wood. Only  $11\frac{1}{2}$  in. long,  $3\frac{1}{2}$  in. wide, weighs only  $8\frac{1}{2}$  lbs. No-load speed: 450 r.p.m. Gets into tightest places. SKIL Drills available in 26 models for every need.



**Model 6403  
SKIL Drill  
Bench Stand**

Quickly converts SKIL Drill into stationary drill press. Eliminates need for costly drill press, for many types of work. Increases accuracy in drilling small parts. Ideal for hole saw work.

The Model 80 SKIL Drill is by far the most popular in school maintenance work. Designed for all types of drilling in metal, wood and other materials, this finest quality SKIL Drill performs where *other*  $\frac{1}{2}$ " drills cannot be used.

Plenty of reserve power insures fast work on toughest jobs. Compact, streamlined design makes the Model 80 ideal for work in restricted spaces. Helical gears provide *quiet, dependable* power transmission. Perfect balance and light weight lessen fatigue, ease handling in any position, at any angle.

SKIL tools do double duty in many schools... pay for themselves with the money they save in maintenance work —and train vocational students with tools they'll use as professionals.

# SKIL

**PORTABLE TOOLS**

SKIL Products are made only by SKIL Corporation  
formerly SKILSAW, Inc.

5033 Elston Avenue, Chicago 30, Ill.

Factory branches in 34 principal cities  
In Canada: Skiltools Ltd.,  
3601 Dundas Street West, Toronto 9, Ont.

**FOR COMPLETE INFORMATION, CONTACT YOUR SKIL DISTRIBUTOR, OR WRITE DIRECT**



# Looking Forward

## The Next 25 Years

SINCE this is our 25th birthday anniversary, may we talk about ourselves for a few moments? We think you might like to know more about how this magazine came to be and more about its purposes and its further plans to serve you.

The story of *The NATION'S SCHOOLS* is the story of a publisher's conviction—a belief that school administration was destined to become a great profession. That faith took tangible form when the first number of this magazine was mailed to 6435 charter subscribers 25 years ago. Today, it has the most paid subscriptions from chief school administrators and also the largest volume of advertising of any magazine in its field.

During these last 25 years, this publication has been eminently successful in developing its basic concept. The vision of the publisher in 1928 has become an accepted fact. The distinctions between the functions of the profession and the functions of the layman have become increasingly clear. Also, the changes in administrative structure that were appearing in 1928 have today become almost universal. With a few exceptions, the professional school administrator today is, in fact as well as in title, both the educational and the business head of the local school unit.

(In the office here, where four publications are edited, this magazine is referred to as TNS. For brevity's sake, we're using that symbol.)

The date of the establishment of TNS (January 1928) was neither a happenstance nor a publishing expediency. Education magazines of that time had failed to note the waning influence of the lay school board member and the ascendancy of the broad-gauged professional as a dominant factor in public education. The functions of the lay group were changing from actual management to appraisal and policy making.

But a publication in another field, *The Modern Hospital*, was demonstrating effectively the merit of a magazine serving the administrator of hospitals. Its publisher recognized that the relationship of hospital trustee to hospital administrator had a parallel in the relationship of school administrator to school board. To provide such service in the education field, *The Modern Hospital Publishing Company* launched *The NATION'S SCHOOLS*.

TNS sincerely believes that its services have been an appreciable factor in helping school administration emerge

as a career profession. It has been at once helpful and critical. It has examined methods and promoted ideas. It always has been in the vanguard of those who attempt, by just and constructive criticism, to improve the schools of this nation, just as it always has been an unwavering defense against those who seek to destroy them.

TNS was launched with the planning and editorial advice of school administration leaders of that day, and it has continued a close relationship with the profession. Two members of that first editorial consultant board have continued with us up to the present time: John G. Fowlkes of the University of Wisconsin and Julian E. Butterworth of Cornell and Columbia. Four state superintendents were charter members: William John Cooper of California, Frank Pierpont Graves of New York, Payson Smith of Massachusetts, and Francis G. Blair of Illinois. Prominent city superintendents included Paul C. Stetson of Dayton, Ohio; Charles S. Meek of Toledo, Ohio; A. R. Clifton of Monrovia, Calif.; Willis A. Sutton of Atlanta, Ga., and Carleton Washburne of Winnetka, Ill. County superintendents were represented by Jerome Hull of Youngstown, Ohio, and Edward J. Tobin of Cook County, Illinois.

TNS had its lean years, too. During the Depression when teachers were taking drastic cuts in salary and paying the grocer with scrip, the staff of this magazine was making similar sacrifices.

An acid test of a magazine's effectiveness is whether it has leadership that attracts advertising. In a highly competitive field, TNS forged to the front by 1943 and since that time has held the lead in total advertising volume among all magazines in the school administration field.

*Who reads TNS?* Most of you are old friends and continuous readers. Among trade and business publications, with which TNS is classified, the most realistic measure of readership interest is the number of individuals who renew their subscriptions from year to year. In this respect, too, this magazine has a high batting average, with a more than 80 per cent renewal of individual subscriptions.

Chief school administrators represent the majority of our readers. In number of paid subscriptions in this classification, we have led the field for the last 16 years.

The next largest group is composed of high school and elementary school principals, approximately 16 per cent of the total circulation.

There is another distinct group of readers whose interest is a testimony to the editorial excellence of the magazine's emphasis on school building construction. Currently, this group numbers more than a thousand school architects as regular subscribers, a larger number than subscribe to any similar publication.

*And what is planned for the future?* TNS holds steadily to its original course. It continues its purpose to bring the administrator (1) facts, (2) interpretations, (3) courage, and (4) vision.

**Facts.** TNS is not edited from behind a desk. Its editors spend a great share of their time in the field, visiting the school administrator in his community and also sharing with him the experiences of conventions, institutes and in-service training.

This magazine tries to be a step ahead of the changing scene. It helps the administrator recognize quickly those changes that will affect him. It suggests how to meet new situations intelligently. It describes valid experimentation and translates significant research.

Evidence that TNS keeps abreast of the field is again indicated in some of its departments. The school lunch, which has now become a fairly important part of the total school program, was the subject of an article in the very first issue. By 1929 (a year later) a monthly department dealing with the problems of school feeding had been established, and it has been continued ever since. TNS is also the only administrative publication that has a regular section on audio-visual instruction. This department has appeared monthly since September 1941.

**Interpretations.** The busy administrator does not always come in contact with all the facts that will help him see relationships. Through the services of a professional staff, consultants, contributors and experts in departments, this magazine helps the school administrator see himself as part of a larger picture.

TNS is not a crusading magazine. It believes that all significant facts and opinions should be represented in its content. It is one of the few education periodicals that is not committed to the specific program or propaganda of an association or to the limited functions of a house organ. It therefore can do (and does) what most education magazines cannot do, *i.e.* be independently but honestly critical of any situation affecting the welfare of education. However, it reserves its own points of view for its editorial pages. Its policy is to maintain opinions, to be forthright and consistent in expressing such opinions, but never to the point that they may be considered as propaganda.

TNS guards zealously its publishing integrity. Its editors have been selected both for their achievements in education and for their journalistic competencies. The editorial staff operates entirely in terms of the ethics of both professions. It is protected from pressures from advertisers or any interest group.

**Courage.** The school administrator needs courage now more than he ever needed it in the last quarter century. Teachers seem to have tenure and job protection, but job mortality among school administrators is frightening. Inadequately paid, sometimes afraid of losing his job, the superintendent—especially in smaller communities—is

tempted to be an opportunist. He may try to please the vested interests rather than fight for the good of the child and the community. By publishing pertinent facts, by constantly defending courageous principles, we hope to give him tools with which to fight.

And last of all, **Vision.** There are some who think it's smart to be skeptical and smug about such ideas as inspiration and spiritual values. They don't know how ignorant they are of their own thought processes. There's no greater service TNS can bring to the school administrator than to give him a real appreciation of his calling. If we can help him find creative satisfaction in his professional work, we shall be not only a magazine but also a friend for whom there is no substitute.

*In witness whereof,* we commend to you this twenty-fifth anniversary number.

## Do You Like the Cover?

IF YOU like the new cover design, you may be pleased to know that we have a dozen or so more amusing sketches for future issues. Each one is reminiscent of pleasant days or typical events in the life of a school administrator.

## Erie Goes Modern

NEWS from Erie, Pa.: "Effective with the school year 1953-54, the school board has lifted its ban against nonresidents and married women as teachers."

Wonder where Erie has been getting enough hometown unmarried teachers all these many years!

## A Better Way

AN EDUCATION news service tells how one school system sends a congratulatory letter to the mother of each new baby born in the district. The note states that the school looks forward to enrolling the child in its kindergarten in 1957.

"Smart public relations!" some would say.

But is it? There are several other tax supported institutions that expect to serve that newborn baby. Wouldn't it be just as appropriate for the health, police and fire departments to spend tax money in the same manner? The fire chief may write: "We look forward to showing your new arrival our big red fire truck."

It isn't always wise to imitate the public relations methods of business. There are better ways for schools to spend their limited funds for public relations than to write letters to mothers of newborn babies.

But there's one exception. If schools really have something to offer parents by way of teaching them child care or helping them with problems of rearing the infant, that's a different story. In fact, providing parental education of this nature would be a much better way to spend the money.

*The Editor*

The NATION'S SCHOOLS

# IT KEEPS ON ROLLING ALONG

*A social history of 25 years of education*

**FREDERICK J. MOFFITT**

Acting Associate Commissioner  
New York State Education Department  
(and Author of Chalk Dust)



The flagpole sitter has been replaced by today's TV viewer.

TWENTY-FIVE YEARS AGO a great national education magazine was born, and, as the most astute educational historian might have recorded (although he probably didn't), school administrators acquired a staunch advocate. Twenty-five years later, after several major wars, a boom and a bust, and with eight million more automobiles bumping merrily into each other on every highway, education is still rolling along although at a greatly accelerated pace and with more stomach ulcers for the chap in the driver's seat.

To the careful observer, there must be some significance in these seemingly unrelated facts. People must believe in education. While the flagpole sitter has been replaced by the TV viewer and the flapper has given way to the bobby-soxer, none of which seems to spell out much improvement in civilization, education has steadily made substantial gains, in spite of rumors to the contrary. The student of every subject from spelling to atom smashing has extended his knowledge and skill immeasurably. To the ordinary man on the street it should be a cause for amazement and self-congratulation that such an essential forward impetus as education should have survived perils which would make Pauline seem like an old-fashioned grandmother dozing in front of the fire.

To that school administrator, too, who today looks a lot younger with his hat on, there must sometimes come a sense of wonder at what he has lived through and a feeling of awe at what

has been accomplished. For the gray-ing school superintendent looks across those 25 years and sees himself nodding at his desk in 1928 (the great modern tomes on supervision were yet to be written for such as him) and surveying a world in which his salary had just reached the dizzying heights of maybe \$2000 while his public is talking about two cars in every garage, two chickens in every pot, and two shares of stock in every pocket. As for the schoolmaster, he is greatly interested in this newfangled idea of homogeneous grouping for every classroom, for this is the guaranteed remedy for any educational evil that may raise its ugly head.

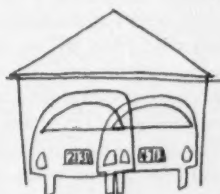
Herbert Hoover has just defeated Al Smith for the presidency, and despite the religious tensions raised thereby, which are distinctly unpleasant to the school administrator, things are looking pretty prosperous. Amelia Earhart has completed the first female flight across the ocean, which will undoubtedly give a boost to industrial education, and the marathon dance craze is entering into its greatest popularity, which spells the increasing im-



Younger with his hat on.



Flapper was flip.



The superintendent's salary was up to \$2000, while his public had two cars in every garage, two chickens in pot.

portance of physical education, too. According to the music lovers, happy days are here again.

To be sure, there are some minor flies in the educational ointment. The manufacturing association is blasting at the idea of compulsory education above the sixth grade. It maintains no one ought to be made to swallow the large doses of classicism being dished out at the school. Four years of Latin or two years of Greek are still a general requirement for entrance to the Ivy League colleges. The newly exploited I.Q. is also under considerable fire, and the schoolmaster who is weak in mathematics is a little worried as to what it may lead to. But such a one can always escape from his administering (which includes at least three teaching periods a day) and sneak over to the local bank to invest on tick in a share of stock, thus making himself socially acceptable and becoming as near a capitalist as he is ever likely to get.

"Singing in the Rain" is the song being warbled in the more daring school assemblies, where the students are occasionally given charge of some of the programs and where audience participation is gradually replacing the homilies dished out by the boss himself. The student yearbooks are cause for congratulation, too. They are the largest in history, the best illustrated, with the most advertisements and the greatest deficits. Yet public school relations as a whole is a monkey-business still in its infancy, for Dale Carnegie has not yet proclaimed his wondrous discoveries.

Of course, it came as no surprise to the school administrator when the bubble busted with a loud plop. Be-





Like the elevator operator.

cause of the hazardous nature of his occupation, a schoolmaster is inclined to be an out-of-school pessimist. From time agone, his job has not been unlike that of an elevator operator. Just as he starts to go up someone pushes the button and down he comes again. So the average school administrator probably accepted the stock market crash with mixed emotions, although he was pleased that the football coach would stop acting like a financier and get back to coaching the team, which certainly could stand a little attention now and then.

Actually, the crash of 1929 didn't directly affect the school administrator to any serious degree. He didn't lose very much money because he never had very much to lose. He didn't feel impelled to jump off of the tallest building because the plans for his new three-story school building were only in the discussion stage and in the idle talk of his school board. He didn't have to sell apples on the street corner because he was needed more than ever at the school where the older pupils, having lost their jobs, were flocking back to school in increasing numbers. To be sure, his impractical dreams of an adequate salary raise were somewhat shattered, and he took a salary cut on a sliding scale (in which he himself did most of the sliding), which has never quite crept back to its proper perspective.

But education in general was making progress. At least, a lot of people were getting a lesson in economics, and there was a general feeling that a good education was one of the few things that didn't disappear while one was looking the other way. And in many real values, education was rolling

along: Radio was being introduced into the classroom, the junior high school movement was starting to blossom in earnest, and there was more real equal opportunity for every rural boy and girl. The depression was a great leveler as well as a chastener.

Many things were happening at the school in these years. Such words as "articulation" and "frame of reference" were being bandied about pedagogically. Such ideas as "central school" and "district consolidations" meandered into the language of the layman. They were good ideas, too.

Of course, there were some minor drawbacks to educational pleasures. For one thing, there was a terrific oversupply of teachers, which might be good or bad but, as a matter of fact, was mostly bad. Unfortunately virtual-



The busy schoolmaster could sometimes sneak away for a game of miniature golf.

ly every board member had a maiden aunt who might be indifferently qualified but who needed the job. It took a little finesse to decide whose maiden aunt was whose. Married teachers also had a rough time and were thrown out without reference to their teaching ability.

No school administrator of the present day can ever quite comprehend the ticklish problems which faced the school head who had one single job to fill and 30 candidates with which to fill it. Job interviews in the early Thirties were conducted with scientific gravity, every educational magazine blossomed with articles on how to interview, and Saturday and Sunday were spent in rejecting all applicants who were unrelated to the local mayor. It would have been impossible in those days to envision a time when teachers themselves would conduct the major part of the employment interview and make the decision, as is done presently.

But life was pleasant in its quiet way, and there was much good educational talk and discussion. School boards helped in educational planning, and services to youngsters were increased. The busy schoolmaster, after wrestling with the intricacies of the new and tricky junior high school set-up, could sometimes sneak away for a sporty game of miniature golf, which only cost a dime even on the swankiest courses.

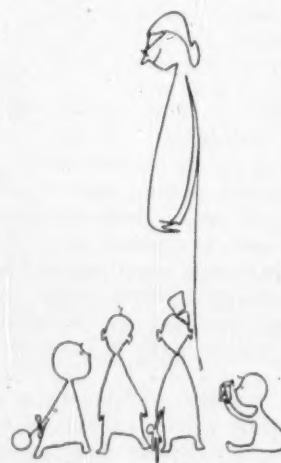
#### A DEPRESSION RACKET

It was not until a little later in the Thirties that the "salary refund" racket hit its real stride. This evil practice of the depression did little to uplift the heart of the school administrator. In order to live up to stated salary schedules and to kid the retirement systems, which were getting a little jittery, school teachers were paid full schedule salaries but were "expected" to refund a substantial amount to the district when no one was looking. Of course it might be pointed out that in these latter days the same result is obtained more legally and ruthlessly by income taxes and various other bewildering financial finagling. In the Thirties, the school teacher paid no federal income tax because the government figured that the nuisance and cost of collection would greatly exceed any amount that could be extracted thereby.

All in all, however, education skidded into the middle and later Thirties rather well. Kindergartens improved and became a necessity in many communities, nursery schools were started in many others, teacher education was expanded, and there was a



There was a terrific oversupply of teachers, most of which was bad.



Kindergartens became a necessity and nursery schools started here and there.



People dropped their interest in adult study, glued themselves to a radio set.

healthy growth in knowledge, method and understanding.

In 1932 Mr. Roosevelt defeated Mr. Hoover for the presidency, scrip money was paid to teachers in many school districts, and contract bridge became the social fad and was introduced into the curriculums of all progressive educators. History, geography, civics *et. al* were bundled together in a bargain package known as the social studies. This move on the part of the pedagogs was promptly branded by Mervin K. Hart and others as some sort of new social disease, and the fight against it has raged to the present day. The educators didn't take things lying down, however, and the Commission on Social Studies swung a few hay-makers of its own. Teachers were beginning to get together and fight for their ideas.

#### AMOS AND ANDY

Two great educational movements hit the country almost simultaneously along about this time—a terrific increase in adult education and a resurgence of learning in the elementary field. As with many other great movements their significance was not realized until later. Among the adults of the nation, people suddenly dropped their busy search for financial rehabilitation in order to nurse the young infant of radio.

Amos and Andy captured the nation without a shot. Vocabularies were changed and increased, semantics was given a kick downstairs, public discussions were enlivened, and brain power was probably increased thereby. Time formerly spent in fruitless discussions in relation to the morals of bob-haired teachers was taken over by problems of another minority of the population. Meetings of staid organizations like the P.T.A. had to be temporarily suspended from 7 to 7:30 p.m. to give members a chance

to listen to Amos and Andy. Innocent night revelry was disrupted.

A little later the same phenomenon came about in the education of the young. This time it was the Lone Ranger who made an enormous impact upon the youthful mind, attire and behavior. The Lone Ranger had much educational significance because he gave educators their great early opportunity to justify the low marks on report cards and to view the younger generation with alarm. In more recent days, the alarm viewers have had to dissipate their efforts because of the more widely diversified offerings of TV. The general educational impact of the Lone Ranger will never be fully assessed by educators and sociologists, although whether his propaganda led to the present war situation probably is debatable.

#### THE DIONNE PORTENT

Similarly, circa 1934, there was another interesting event which may have influenced present-day trends. The Dionne quintuplets were born, thus causing a severe building crisis in Calendar, Canada. This may have been an omen of things to come in the United States, when excess children were to arrive at school in batches of 10 and 15 only to find that the most conscientious prognosticator had not foreseen their coming.

Educationally, in these years, emergency nursery schools were established, state aid was increased in many of the states and there was varied upward progress. Salaries and the cost of living began to edge up with the weight tipped, as usual, in favor of the cost of living. In Harvard, higher education gained new renown by

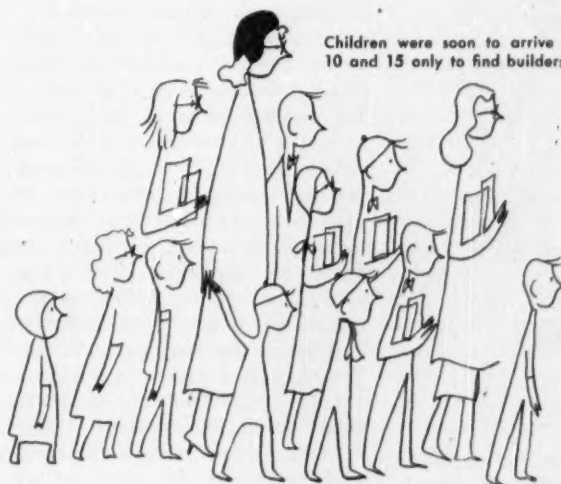


At Harvard, education gained new renown as students inaugurated the goldfish eating craze.

inaugurating the goldfish eating craze. The goldfish eaters replaced the flag-pole sitters, who in turn were replaced recently by the panty raiders. Education, however, has managed to stagger on in spite of these pleasant diversions.

It was in these interesting years that H. G. Wells announced that history teaching was "poison," and the social studies made other significant gains. The struggle between essentialism and progressivism sharpened and gave school orators a chance to bewilder the public with erudite discussions of where on earth are we going. The Educational Policies Commission brought forth "Purposes of Education in an American Democracy," and the poor old classics took another whack on the chin. Politically, Roosevelt defeated Landon, the *Literary Digest*, and public polls in general. The social game was "Knock, knock, who's there?" The popular song, "The Music Goes Round and Round." It did, and so did education.

In 1937 there was something of an economic recession, but school salaries were cut more quietly and shamefacedly. But now the yeast began to stir and bubble in the federal government. The United States Office of



Children were soon to arrive at school in batches of 10 and 15 only to find builders had not foreseen them.

Education was wedded to the Federal Security Agency for reasons unexplained, and school administrators had to relearn their alphabet and fill out more voluminous forms than ever. A full century of teacher education was observed, which gave the profession a chance to see how amazingly far education had come in the last 100 years. The White House Conference on Children in a Democracy was well attended, and the movie version of "Good-by Mr. Chips" brought tears to the eyes of taxpayers but no appreciable loosening of the purse strings.

In 1940 the National School Boards Association was formed, and many school superintendents quaked in their boots at the thought that their employers might get together and compare notes. Cadillacs were priced at \$1395, but there was no unusual rush by the educational fraternity to buy a Caddy as long as good secondhand Fords could be picked up for as low as \$200. The population of the United States was counted as 131,000,000, and most educators agreed that the peak had been reached and school building plans could be slowed down.

But now the drums of war begin to pound. Defense training in the schools is the order of the day, the creation of the Commission for the Defense of Democracy Through Education becomes an accomplished fact and the schools of the nation begin the era of one of their most spectacular peaks of service. Those were the years when every school superintendent became a member of the Home Guard, a Fire Warden, an Airplane Spotter, a collector of rubber, tin and sugar, and used an "A" gasoline card in lieu



Every superintendent became a fire warden, airplane spotter, or collector of tin, grease, rubber or war bonds.

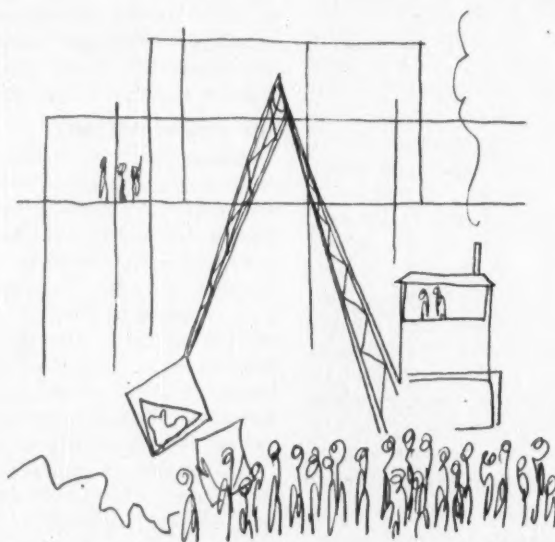
of supervising the outlying schools. In 1940, too, there was a wild rush for war jobs, and the teacher surplus vanished overnight never to return in the days of him who remembers how nice it was to have plenty of reserve teacher candidates in case the third-grade teacher eloped with the instructor in industrial arts.

The story of education in World War II is one familiar to every reader and there is no reason to review it here. As a matter of actual history, the schools rose to the defense of the nation in magnificent fashion while at the same time they kept the home fires bright and burning. The schools

ords which are not yet written on the permanent record cards.

So the century turns, and though wars and rumors of wars still sweep the earth, education keeps rolling along. For many people believe that, in spite of setbacks and disappointments and misunderstandings, only through education will mankind eventually find peace and understanding. For peace and understanding are the eternal, everlasting goals of American education.

After all, 25 years is but a speck of a speck of time in history, and struggling humanity can't expect to get far in such a period. But, sur-



New buildings are being erected, new courses of study are being prepared, and there are more and better teaching and more real equality of opportunity than ever before in our schools.

marched close to the head of the procession, as many a tired and rationed school superintendent can testify.

The war eventually ended as all wars have, up to the present date, at least, and there was a "Back to School" drive which certainly produced the most amazing response in all of our history. The young folks began coming back to school, the returning G.I.'s came back to school, and the general populace began to provide replacements far in excess of the wildest imaginings of the schoolhouse builders. That is the danger of these school drives. They are easy to start but sometimes difficult to control once they are under way.

What of the years since the war? The educational record is a proud one, but history itself must sort out the good from the bad, for there is plenty of both. The precocious historian only confuses himself with anecdotal rec-

prisingly perhaps, education in America has made great and substantial gains in that speck of time. Today, all America believes in education and is backing that belief with cold hard cash. New buildings are being erected, new adjustments are being undertaken, new courses of study are being prepared; there is more and better teaching, also more real equality of educational opportunity than ever before in the history of the world. There is more public interest in the schools, and there's more public participation, too.

The school administrator who 25 years ago picked up the first number of this magazine could scarcely realize the struggle and adventure and living and growth that lay ahead of him as he journeyed forth. But, after all, it has been an interesting quarter of a century for educators to have lived with.



# There's a **NEW CONSCIOUSNESS**

*in both theory and practice of local school administration*



J. G. Fowlkes

A NEW CONSCIOUSNESS has awakened in regard to both the theory and practice of local school administration. Some of the major results or incidences of this new

consciousness are the following:

1. A realization among both theorists and practitioners of the social significance of public education, and hence the social importance of local school administration.
2. A greater recognition of the need for general education for school administrators.
3. The necessity for an interdisciplinary foundation in the theory of educational administration.
4. The demand for field experience as one phase of the preparation for educational administration.
5. Broader understanding of, and extended practices for, boards of education as working partners.
6. A new rôle for citizens in the planning and appraisal of educational programs.
7. Better organization of the community as the administrative arena.
8. Development and utilization of matériel as essential to effective administration.
9. More realistic utilization of research.
10. Emphasis upon the personal nature of educational administration.

**Social Importance.** Schools and school teachers are now receiving more consideration and consideration in the U.S.A. than they ever received before. Fathers and mothers, uncles and aunts, businessmen, lawyers, doctors and the clergy are concerned that their schools offer adequate opportunities to boys and girls for their development as true citizens of our democracy. Citizens of local communities look to superintendents of schools for the pro-

## JOHN GUY FOWLKES

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fessional leadership and advice essential for sound educational planning and achievement.

The "professionals" in educational administration—both the theorists and the practitioners—realize with a new evangelism that they must be more professional. A spirit of resoluteness, responsibility and devotion comparable to that reflected by the Oath of Hippocrates is developing among those immediately concerned with educational administration.

Educational statesmanship, along with efficient operational management, characterizes the work of the professional school superintendent today.

**General Education.** Those who act wisely are those whose deeds reflect broad and deep understanding of human life. Hence it seems clear that school administrators need a rich general education and an acquaintance with specialized areas of professional education as well as a specialized preparation in administration.

This need for a broad general education and a broad specialized education poses some trying problems for those concerned with programs of study for prospective administrators. Care and shrewdness must be exercised toward the elimination of duplication of content and the useless repetition of experience in all phases of study.

**Interdisciplinary Foundation.** The necessity of an interdisciplinary foundation for the theory of educational administration is recognized in many quarters. Political science, economics, public finance, sociology and anthropology hold high value for a sound theory of educational administration. The period 1940 to 1952 marked concerted attention by educationists to the utilization of these fields in the preparation of superintendents of schools and other school administrators. Inter-

disciplinary seminars, special arrangements for independent reading, and interdisciplinary exchange of staff are some evidences of the efforts in this direction.

In some institutions an attempt is made by professors of education to draw cognate fields together. In a few cases this may be feasible. However, the practice of drawing in noneducationists offers real advantage in the preparation of school administrators.

The formulation of the preparatory program for administrators should be recognized as an all-institutional function rather than the exclusive province of specialists in school administration.

**Field Experience.** Widespread thinking and effort are being directed toward the inclusion of field experience in the preparation of school administrators. The term "internship" probably is heard more frequently than any other in this connection.

To date there is relatively little uniformity in what internship in relation to administration means. This lack of uniformity is both inevitable and desirable. Much and varied experimentation in the establishment of effective field experience for future administrators is needed.

It seems unlikely that the internship or any other single scheme will prove entirely adequate in providing needed field experience. However, the need for field experience cannot be disputed, and the present attempts to offer it are laudatory and significant.

There is a tendency among some to deprecate all course work in administration and to infer that dependence may be put largely or entirely upon field work for specialized training in administration. This seems unfortunate. There is real need both for courses in administration (with emphasis upon history, philosophy and organization) and for field experience in the preparation of administrators. Some believe that administrators do not need experience in teaching chil-

dren. There may be a small number of unusual individuals lacking such experience who will be able to assume administrative posts in schools. However, it is my judgment that anyone who wishes to enter administration, regardless of his abilities, should be required to have some teaching experience.

**Working Partners.** Members of boards of education are taking a much more active part in the formulation and execution of educational policies than they did in the past. While the board of education still is recognized as the official agency responsible for a local school system's policies, with the superintendent the administrative officer, there seems to be a much closer relationship between the two than has previously existed.

Board members in many communities are studying the philosophical as well as the operational aspects of the school curriculum. More attention is being given to the "what" and the "why" of the local school program. Many board members are taking active part in the enactment of sound state legislation governing school affairs. A considerable number of board members are working on educational matters at the national level.

**Citizens' Role.** The citizen who is a student and sympathetic critic of education is no longer considered a nuisance by school administrators. The P.T.A., both locally and nationally, is recognized as a valuable adjunct of administration.

Nor is organized citizen participation in school affairs limited to the P.T.A. The National Citizens Commission for the Public Schools, various state commissions and committees on education, and countless local committees on schools are powerful evidences of the vital part citizens are playing in the everyday affairs of local school systems.

Nor do these lay groups working on educational programs have their origins in gripes or antagonisms. There is an ever increasing awareness of the basic importance of schools in the local body politic. There is an avowed conviction that our schools are good and that, with adequate spiritual and financial support, they will be continuously better.

Leaders of business and industry are taking a staunch stand for increased financial support for public education.

Boards of education do not hesitate to request the advice and ascertain the point of view or opinion of citizens on

school affairs. Special advisory committees to the board of education on matters both ordinary and extraordinary may be formed. Yes, the citizen of today has the opportunity as well as the right to join in the administration of his schools.

**Community as Administrative Arena.** Superintendents of schools are serving as social leaders of their communities. They are spending more time with the people—the adults of their home communities.

There seems to be a desire among both superintendents of schools and parents to have a school centered community rather than a community centered school.

In recent years there has been considerably more association and cooperation between local school administrators and other social leaders, such as local health officers and social workers.

In a few instances there seem to be some insinuation that the superintendent of schools is the only social leader in a community. Such an assumption is unfortunate since certainly such is not the case.

Also in a few cases there is a tendency for superintendents to devote most of their energies to community activities other than the school. Such practice seems contrary to the superintendent's function. Intimate professional association with the professional educational staff must be a major part of the good superintendent's work.

**Equipment and Matériel.** A new era has dawned in the realm of equipment and matériel necessary for the effective administration of local school systems. Classrooms, auditoriums and industrial arts laboratories are now planned and designed in terms of the educational experiences that take place in them.

Space and size allotments have been established, not in terms of arbitrary figures determined by superintendents and architects but rather in terms of the judgments and reports of teachers who have immediate responsibility for helping children to learn.

Similarly, the purchase of transportation equipment and the establishment of routes for school buses are now determined in the same manner as are the expansion programs for public utilities.

Billing and posting machines, microfilm and microcard are commonplace in the recording, presenting and filing of data of many kinds in the modern school system of today.

Well working installations of better communication systems, originally included in schools largely for radio programs, now are used daily by superintendents, principals and supervisors. In short, it is recognized that schools must have the best ways and means of doing things, just as industrial and commercial institutions do.

**Research.** Rich experience in experimentation and research is recognized as essential in the preparatory program of school administrators. Similarly the well administered school system includes a continuous and continuing program of scrutiny, analysis, study and reflection of research findings toward effective and sound judgment.

**Personal Nature of Administration.** Just as refrigerators, vacuum cleaners, and other valuable housekeeping equipment cannot make a good home, the best and most modern matériel of administration cannot make a good administrator.

Administration is a personal matter in that it is a never ending process of working with people. Since every human being is unique, every administrator is unique. No individual should attempt to copy the personal habits and patterns of work of another person. However, common principles, standards, and practices must characterize the work of all good administrators.

Listening to all, gaining the consensus of the group, accepting and learning from disagreement of colleagues are commonplace in the life of a school administrator. It is increasingly evident that learning how to work with people in an administrative capacity demands administrative experience. It is this realization that has promoted such marked emphasis on the necessity for field experience in the preparation of school administrators.

The disparity between the "best" and the "worst" practices in the administration of local school systems is far too wide to guarantee an acceptable desirable minimum of professionalism. Great care should be exerted in colleges and universities toward better selection of those who are to be prepared for administrative assignments. Continuous working relationships must be established and maintained among institutions of higher learning, state departments of public instruction, and local school systems. Discriminating appraisal and sustained action toward constant improvement must continue to characterize both theorists and practitioners of school administration.

*Changes in rural living bring***NEW PROBLEMS** *for the administrator*

J. E. Butterworth

THESE LAST 25 years, during which I have had the good fortune to be associated with The NATION'S SCHOOLS, have seen considerable progress in improving the

quality of education for those living in rural areas. School terms have been lengthened; a larger proportion of rural youths has entered and been graduated from high school; teachers are better qualified and better paid, and the educational program has been broadened. In some states, local school units have been enlarged and strengthened; in a few, progress has been made in developing a type of intermediate unit capable of providing special services and a new conception of leadership. In many states improved programs for giving financial aid from the state to equalize the burden among school districts have been instituted, while a few have made provision for helping rural districts in meeting their special financial responsibilities.

But much remains to be done to bring approximate equality between city and country. This article attempts

to look ahead to see what are some of the problems that rural leaders should recognize and define more clearly and on which they should initiate programs of action.

We predict the problems of the future from those of the past, guided by ideals that re-motivate us and by a recognition of changing conditions that are likely to affect our actions. Among the ideals important in rural life are those: (1) of providing an educational system for rural people that is as effective as the one provided in our better cities; (2) of developing local school districts that not only are capable of providing the desired program but also conserve those values of democratic life inherent in the rural community; (3) of recognizing that our rural life should be dynamic, with the people willing to adjust to changing conditions and able to use the scientific method in deciding what adjustments should be made; (4) of developing a quality of agricultural leadership and of popular understanding of issues, problems and policies that will reduce, and perhaps ultimately eliminate, the

necessity of government controls in this important industry, and (6) of so educating the people that they may be able to improve their economic resources to the end of raising the rural standard of living.

Conditions of rural living are changing along with the rest of our American life. The educational program should recognize these, among others: (1) Better means of communication, especially through the automobile and the telephone, are making a new type of local district possible; (2) because of the availability of more and better machinery and increased knowledge of production in almost every phase of agriculture, fewer farmers will be needed, and other vocational outlets for rural youth must therefore be found; (3) the health resources of the rural community—doctors, dentists, hospitals and public health services—are often inadequate, thus placing upon the school additional responsibilities for health instruction and services; (4) there has been and is a significant migration of rural people to urban centers; more than half of them are in the 18 to 44 age group, thus creating a problem of adequate training for vocational life in the city; (5) there are available vast resources through rural social and economic organizations (the Grange, the farmers

Jaunty buses like these, to the number of 45,000, bore a million and a half children to school in 1930. Today nearly 110,000 powerful yellow buses carry six and a half million children to school. Today's figures will soon be insignificant, predicts Julian Butterworth, because reorganization of local school districts will shoot these totals skyward.





cooperatives, and so forth, through the rural community itself, and through the agricultural and home economics extension services, few of which the school has yet taken into full account.

Taking into account these ideals and conditions, we see some opportunities that lie ahead for the rural school administrator and some problems that should be attacked by him.

**1. The educational program of the rural community needs much study so that what should be offered in the local district and what expansion should be made through an intermediate district can be determined.**

One of the most forward looking bits of planning in this field has been made in Wisconsin by the Committee on Rural High Schools. Among the elements of the program *not* commonly offered in the rural high school, this committee mentions: the arts (including painting, drawing, modeling and design), agriculture (including marketing, buying and other social and economic relations of farming), industrial arts, homemaking, business education (with special reference to village and country business, including buying, marketing and retail distribution as well as office skills), conservation of natural and human resources, and international understanding. This report also suggests such services as health (including school hot lunches, medical and dental inspections, immunization, prevention and control of communicable disease and accident prevention); special education for the handicapped; vocational and personal guidance; community recreation, and adult education.

I see the school-community program as an unusual opportunity that, thus far, has been developed by only a small number of rural school systems. This program may include such activities as the use of the school plant for adult education classes, for community dinners, for forums and dramatic presentations by community groups, for motion pictures, when not commercially available, and for community recreation, for a simple community newspaper (as in the central school at Van Homesville, N.Y.), for a school-community library, for a summer recreation and instructional program, and the like.

The drop-out situation in rural high schools demands much constructive thinking. The holding power of

all our high schools is about 50 per cent only; in the rural areas, as a whole, it is even less. A conclusion recently drawn by Howard Dawson is particularly disconcerting in that it indicates that, on the average, the states with the highest percentage of rural population have the smallest percentage of the total enrollment in high school.

In recent years I have begun to believe that the rural community school should and may do much more in developing the community's economic resources. This will be done as the school prepares better farmers, better clerks, more competent housewives, and the like. It may be done also by developing more understanding on the part of all as to types of insurance, forms of investment, the expenditure of income, the better management of local businesses and industries, and the wiser utilization of local economic resources.

**2. Further study and experimentation is needed to determine the size, the nature, and the functions of local and intermediate districts through which the desired program may best be provided.**

Two basic types of organization in rural school administration are now being used, and their comparative effects need evaluation. One type is the county unit — the entire area of the county, or that part not included in the cities and larger villages, is made one unit of administration. This county unit has one board and one superintendent; a principal is in charge of each neighborhood or community school. Twelve states have some form of county school unit, and schools in certain counties in other states are similarly organized. In 1947, there were 959 county units, and this number probably has increased since.

The other organization is known as the local-intermediate type. Here a local district is accepted or created, and a number of such districts are brought into cooperation by an intermediate district, usually the county. In recent years it seems to be the local-intermediate type that has received the most consideration, although each type of organization has its proponents. These organizations should have further study, both as to their theoretical implications and as to their practical results.

When the local-intermediate concept of organization is accepted, nu-

merous new problems must be faced.

The first is concerned with the local district. Such questions as these arise and must be answered: (1) What educational offerings does the state desire that may be provided through a well planned local district? (2) How large an enrollment is needed to provide this program on an effective and economical basis? (3) Should the resulting district be made up of a number of townships or of a sociological area in which people actually live and work together? The latter idea seems to be in the ascendency. Under this concept 431 central districts have been created in New York and about 300 in Illinois. Wisconsin, Washington and California are among the other states that have made progress along this line.

The intermediate district involves similar questions as to size, nature and functions. Should such a district be a county, a grouping of two or more counties, or a sociological area, which some sociologists call a "tertiary" region in contrast to the neighborhood and the community? What functions should this district perform so as to make possible an extension of educational services without offerings and services of local districts being duplicated?

The new intermediate district law of New York suggests the functions of specialized supervision, adult education, industrial education, education of the handicapped, transportation and attendance administration. The board of cooperative services, known in this state as an interim step toward the intermediate district, has included such other functions as instruction in art and music and driver education. Other functions that we now only dimly perceive will undoubtedly be added in the future.

How large such a district should be, how it should be organized, and what additional personnel will be required are other questions that need to be answered for each state because ideals and conditions vary.

**3. If the foregoing problems are to be solved, more financial assistance from the state to the rural areas will be required in most states.**

Considerable progress has been made in recent years in increasing the amount of state aid and in allocating that aid upon the principle of equalization. What is not generally recognized as yet is that rural com-

munities cannot, without special assistance, do many things educationally that need to be done. Not only does the average rural community have less wealth per pupil than the average city has, but it has placed upon it special responsibilities resulting from the sparsity of the population and its spread over a considerable area. This means that either small schools must be maintained with, usually, higher costs for a good educational program or the pupils must be transported to a larger center with additional costs for transportation. Furthermore, the provision of an adequate building to house the expanded program places a financial burden upon the community that it seldom can carry alone.

New York may not have found the best solution to these problems, but what has been done indicates a sincere desire to do so. Financial aid for transportation is given by the state upon the basis of a formula that recognizes the financial ability of the community and the "reasonable" cost of the service. Central district buildings receive aid also upon the principle of equalization. The reorganization of local districts is stimulated by the state's giving the central district, in addition to the regular equalization quota granted all districts, a special quota for schools with small enrollments, plus a 12 per cent bonus. During the last 25 years the New York legislature has shown a willingness to experiment with its state aid until a wholly equitable scheme has been worked out.

**4. Rural school administrators face internal problems peculiar to the small school which demand not only further research but intelligent implementation in terms of both research and experience.**

Among these are pupil transportation; the planning of 12 grade buildings and/or small elementary buildings rather than large elementary and high schools; a community centered school under rural conditions; a vocational program for rural boys and girls; numerous services to be made available through the cooperation of several school systems rather than through one system only, and the implementation of a life adjustment program under rural conditions.

Let us take transportation as an illustration. This service is increasing enormously. In 1930, 16,600 schools were using 45,000 buses to transport 1,480,000 children a one-way distance

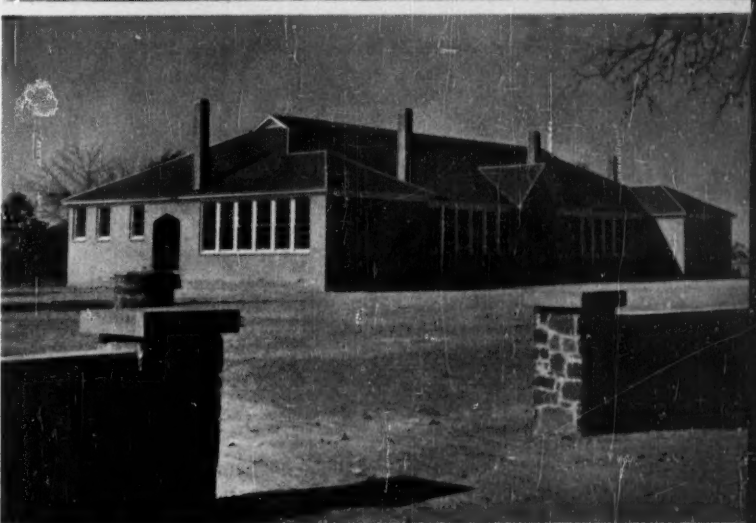
1905



1920



1935



1950



of 451,000 miles at a cost of \$34,050,000. In 1950, 43,183 schools used 104,179 buses to transport 6,263,704 children daily a one-way distance of 2,286,879 miles at an annual cost of \$180,182,761. As reorganization of local districts proceeds, these figures will increase greatly.

There is real need not only for more research but for considerable experimentation in this field. (1) Should transportation be provided only for getting pupils to and from school or should it, also, be used to take pupils to visit projects of various kinds associated with their courses, to take pupils to athletic contests or parents to a school fair or a P.T.A. meeting? (2) Can this service be provided most economically and effectively by district-owned or by contract vehicles? (3) What is a reasonable unit cost for this service? The latter question can be answered only as: (a) a uniform system of accounting for transportation costs is developed and used; (b) states and communities exchange comparable data; (c) various factors affecting costs, such as type of route, capacity of bus, and so forth, are evaluated, and (d) costs are interpreted in terms of the quality of the service.

The latter problem has been almost completely neglected. It should be obvious that "raw" costs alone are not a sound guide; some measure of the quality of the service is needed. Through the efforts of Dr. Robert Isenberg of the N.E.A. Department of Rural Education a preliminary measuring device is now available.

**5. While we recognize that the great majority of administrative duties are common to rural and urban education, it is still true that the rural administrator will face many problems that call for special preparation.**

For years I have been telling young men that the rural school administrator should have the ability to handle virtually everything the city administrator does (except those problems created by large enrollments) and, in addition, ability to deal with those problems peculiar to the rural field.

The administrative head of the rural community school should be a person to whom the community may turn for advice and leadership on every type of educational question, not merely those relating to the school. Accordingly, he needs to understand not only educational matters but the social, economic

and governmental problems of the community as they affect the school and its program. His special preparation should teach him how to meet such problems as how to organize a group of small schools into a community school; how to modify gradually the school's curriculum to make it serve better the present and probable future needs of rural children; how to deal with the drop-out situation, which has some factors different from those operating in city systems; how to plan and implement a school community program; how to diagnose the needs of handicapped children and how to set up the programs needed; how to implement an adult program that will be vital to farm and village people, and how to organize a guidance and counseling service and a health program.

His preparation in sociology should give him insight into such problems as these: the concept of primary, secondary and tertiary communities and their functions; how to define these communities; the rural village and its functions; the occupational life of farm and village people; the composition of the population, including national, racial or other special groups; standards of living; rural recreation, libraries, health and welfare; rural migration; community councils; rural-urban relationships; how to deal with rural people.

Education in economics should give him, among other things, an understanding of rural income, the nature of village business activities, cooperative marketing policies and practices, conservation, taxation, and governmental farm policies, including farm credit and price stabilization. In government he should know, among other things, how the rural areas of his state are organized; what services the several governmental units provide citizens; how these may be utilized in the school program, and how governmental organization and functions may be made more economical and effective.

#### INTERMEDIATE SUPERINTENDENCY

One is tempted to specify further the peculiar obligations of the local rural school administrator. However, since several of these have been indicated in the preceding paragraphs, a wiser use of space would suggest an analysis of the intermediate superintendency (the county superintendency in the majority of states).

This office is clearly in a state of transition. Established first in Delaware

in 1829, then extended to most of the other states except in New England, it was usually a semi-clerical office filled commonly through popular election. Increasingly, new obligations are being placed upon this office. Reorganization of school districts; development of educational services to supplement the program of local districts, and exercise of leadership among the local districts make this office one of the most important, potentially, in our entire school system.

#### REFORMS NEEDED

Several reforms are needed: (1) The intermediate district should have a sufficient enrollment so that desired offerings and services can be provided economically and effectively. In many cases this will suggest the combination of two or more counties. Insofar as possible this unit should represent a natural grouping of local districts. (2) There should be a board of education representative of the people in the intermediate district with authority to determine policies within its jurisdiction. This board should select the superintendent. (3) There should be a staff attached to the superintendent's office adequate in number and qualifications to meet the needs of this type of district. (4) The law establishing the intermediate district should define clearly its functions in order that danger of conflict with local boards will be minimized. (5) This district should be dominated by the concept of leadership rather than by that of legal authority. (6) Additional funds from state or intermediate sources or from both will be needed.

All of this will require a person of superior ability who has had the preparation needed to deal with the problems peculiar to the office and who is paid enough to make the job attractive. Leadership in bringing all this about will rest upon the superintendents themselves. But all of us should help.

Let it be said in conclusion that the emphasis on these peculiar administrative problems in rural areas is only for the purpose of ensuring that proficiency in dealing with them is developed. There is no desire on the part of anyone to create a separate and independent system of rural schools. Quite to the contrary, efforts should be made to bring urban and rural administrators together for the consideration of their common problems without neglecting those peculiar to each.



# SCHOOL ADMINISTRATION *is being recognized*

*by the public as a full-fledged profession;*

*upgrading must continue*

## HEROLD C. HUNT

General Superintendent of Schools, Chicago



Herold C. Hunt

SOMEONE HAS said that there is nothing abnormal about talking to one's self now and then and that it is still within the accepted range to talk to one's self and answer one's self occasionally, but that things have gone too far when one talks to himself, answers himself, and then says "Huh?"

The nation's school superintendents have been talking to themselves lately and following through with the answers. In this case, both the superintendents and some of their colleagues are sitting up and saying "Huh?" Here we believe the query to be anything but pathological.

Much of this monologue has been recorded by the American Association of School Administrators in its thirtieth yearbook, under the title of "The American School Superintendency." The superintendents' observations of and comments about themselves fill a substantial volume that enables anyone to view the big picture of the American school superintendent, past, present and future.

### IN HIS NATURAL HABITAT

The school superintendent has been a part of the public school picture for more than a century, and has an established place in that picture for the

past three-quarters of that time. It is only during the past quarter century, however, that the modern professional concept of that office has evolved and become clear.

The American school superintendency can be understood only by considering it in relation to American public education as a whole—which certainly is too vast, complex and intricate a matter for brief description in simple terms. We cannot escape oversimplification in attempting a short description of the characteristics and behavior of the superintendent in his natural habitat.

### WHY HE EVOLVED

But let us sketch the broad outlines of the picture. First we have the American public—the parents and taxpayers. Conflicting crosscurrents of local or selfish interests have never been sufficient to quench or seriously curtail the public ardor for education. Broadly, of course, the children themselves are a part of the public, and it is they who constitute the hub around which the whole program rotates.

As our nation grew in population and compounded its growth in education by demanding kindergartens, high schools, colleges and a host of special services, it became less and less possible for the local community to exercise direct control over its schools. School boards were formed to meet the need at first and, at one period, increased complexity in school systems was met

by proliferation of committees in the school boards.

As the multiplication of special committees and standing committees began reaching unwieldy dimensions, school boards gradually delegated some of their functions to a specialist—the school superintendent. Jealously guarding their local autonomy, the diverse boards over the country progressed at different rates and in varying directions in relinquishing control to the superintendent. Numerous examples can be found today of every type of relationship between the superintendent and his board.

For the past quarter century the American school superintendency has enjoyed growing recognition and public acceptance as a full-fledged profession. We cannot expect universal recognition within so short a span of time. Doctors, lawyers, dentists, pastors, architects and engineers have had centuries in which to develop professional status.

### ONE OF A KIND

The school superintendent occupies a unique position in his community. Another professional man may be a doctor, a lawyer or a dentist, but a school superintendent is *the* superintendent of schools. Other professional men deal with a limited segment of the local population, principally their own clients or patients; the superintendent's activities impinge upon everyone in the community.

In this spotlighted position, the superintendent stands in the vortex of all of the community currents, cross-currents, and undercurrents of thought. Any significant action he may take, positive or negative, upon any problem whatsoever will be met with both denunciation and acclaim.

The old fable of the man and his son and the donkey finds no more striking application than in the American school superintendency. In the first place, the job demands a man of sufficient knowledge of social issues and insight into social and educational problems to enable him to make sound decisions. Second, he must have the emotional balance and the personality integration to hold his course until there is good reason for deviating from it. Third, he needs something else the old man in the fable lacked, a sense of public relations that will make the reasonableness of his actions apparent to the majority of his observers.

The American school superintendent is now engaged in building the finest possible long-range defense against the voices that would impugn his motives, question his competence, or cripple his program. That defense is the professionalization of his position. The professionally trained and professionally recognized superintendent speaks with a more unchallengeable authority than the superintendent who is merely another educator named to his position more or less through chance.

#### MORTALITY NEVER HIGHER

This professionalization, initiated some thirty years ago, was started none too soon. Pressures upon the superintendent—terrific now—are continuing to increase. Mortality of the position has never been higher, and we can include under "mortality" both personnel turnover and physical breakdown—even death in harness.

Charged with enormous social and educational responsibilities and buffeted on all sides by pressure groups, superintendents today almost universally find their position a man-killing one. A 60 hour working week and a 50 week working year are typical. The key figure in American public education, whose work cries for time for quiet reflection and planning, is actually burdened with one of the heaviest work loads in our entire economy.

We can disregard the personal injustices involved in this situation; it

is not our purpose to inspire sympathy for the superintendent, difficult as his lot may be. We are concerned instead with social consequences.

First, there must be a reduction in the groundless dismissals and forced resignations of competent superintendents. Otherwise the job will no longer attract courageous educational statesmen, and we shall revert to a period of political hacks content with a rubber-stamp function.

Second, there must come widespread recognition of the diversity of functions and corresponding specialized skills inherent in the modern superintendency. It is not one job, but many. In all but the smallest towns or districts, the problems that come across the desk are so complex and so specialized that no one person can solve them properly without the aid of technically trained assistants.

#### HIS 60 HOUR WEEK

One of the reasons for the 60 hour working week of the average superintendent lies in his struggle to uncover and grasp all of the essential facts in a multitude of diverse technical problems. Nearly all superintendents report a need for far more help in the form of experienced, specialized assistants and even a need for increases in their clerical staff.

We must foster a forced and rapid growth in professionalization as our basic answer to all these problems. Unfounded charges, hysterical denunciations, and resignations under duress will diminish as communities recognize the true nature of the superintendent's job and his personal qualifications for filling it. Physical breakdowns will become less common and inspired leadership more the rule as communities provide more specialized technical assistants to collaborate with the superintendent as a part of his team.

Already the professional position of the superintendent is strong enough that he need not fight his battles alone. Many local and national organizations rally to the cause in defense of the trained and competent superintendent.

Will professionalization of the superintendency be completed within the coming quarter century? Of course the answer to that question hinges in part on the course of history during that period. We can attempt no long-range predictions of national and world conditions, but we can examine the trends in the superintendency, sub-

ject to these unpredictable major forces.

The position right now has so many drawbacks that if it remains static we cannot expect large numbers of capable young men to undertake the professional training that would equip them for the job in the future. The long-range outlook does appear to be favorable, yet a cold analysis of some of the statistical trends gives us but little reassurance.

#### GETTING POORER AND OLDER

For example, there is not yet an observable trend toward ameliorating the superintendent's working conditions. Improvement is still largely a matter of wishful thinking. Some trends are actually negative. Take the matter of financial reward. Observe the 20 year trend of superintendents' median salaries in cities of 100,000 to 500,000 population. In 1930, the superintendent was paid a salary nearly five times that of the median elementary school classroom teacher in a city of the same size. In 1940, his salary was four and one-third times that of the classroom teacher. By 1950, it had dwindled to three and one-half times that of the classroom teacher. If we project this trend without change to 1975, superintendent and teachers will be receiving the same salary.

Let us glance also at the age trend. In 1930 the median city superintendent was 44 years of age; in 1950 he was 49. Projecting this trend unchanged would indicate that the median city superintendent will be 55 years old in 1975—with only 10 years remaining before retirement.

We do not anticipate that these dismal trends will continue, and they are balanced by other more auspicious changes already noted. We have faith that society will see the necessity of making the superintendency sufficiently attractive that capable young men with executive potential will be drawn to it and will be willing to undertake the arduous course of preparation needed to fill the position.

What this preparation should be, who should undertake it, what competencies are needed, what disciplines can and should contribute to it, what the rôle of the internship has to offer the prospective administrator, how in-service training may add to further professionalization, and the relationship of the entire social, economic and political order to the superintendency is now under intensive study, the most

# Happy to Say

By WILLIAM McANDREW

Culled from early issues of *The Nation's Schools*

THE FEAR OF THE BOARD is not the beginning of wisdom; it's the end of it.

JEALOUSY IS USUALLY THE CAUSE of a school board member's running down a good superintendent. But the root of disparaging your school board or your superior officer is plain damfoolery.

WHEN PROFESSIONAL BOOKS YOU OUGHT TO READ and the books you want to read turn out to be the same, you should buy a high hat, for you have become truly professional.

HOW TELL AN EDUCATED MAN? Ask him to find something in a book. See whether he goes straight to the index.

YOUR LOVE FOR THE GREAT COMMON PEOPLE grows in proportion to your success in getting as many as possible to do something uncommon for the community.

WHEN YOU FIND YOURSELF SAYING "must" to your staff too often, offer your wife a reward to say it oftener to you.

MY FRIENDS WHO TEACH ENGLISH COMPOSITION all have a stable of shorthand for errors. *Gr* means grammar is wrong; *P*, punctuation is bad; *Sp*, you don't know how to spell; *W*, this is a bum word, and so on. It strikes me that spotting a paper with these signs of sin is one way to keep composition in its place as a tiresome task and a teacher of it as a sorehead. Why don't you assume a few joy giving marks; *Gi*, good idea; *It*, I like this; *Tm*, this tickles me; *Pb D*, a dandy phrase; *D.D.*, darned delightful?

HARD WORK DOESN'T DEBILITATE ANYONE unless he soaks it with a feeling of failure.

THE OUTSIDE SPEAKER who tells school children, "These are the happiest days of your lives," doesn't show proper respect to his wife—or to education.

The aphorisms of William McAndrew were eagerly awaited by readers of this magazine. His was a genial philosophy, but a fighting one.



I ESTIMATE I HAVE PERSONALLY KNOWN 228 school janitors. I have worked in the same building with 14. Only one had to be discharged. He was first-rate, except when he came to school so tipsy it didn't seem right to let him tend an old boiler under a thousand children. His very faithfulness on such occasions was his undoing. If he hadn't come he wouldn't have gone.

SEARCH THE CONTENTIOUS TEACHER and you'll find an inferiority complex. Find something to praise in his work and you start him on the road to professional health.

YOU HAVE NEVER SEEN A CLASS of children that failed to pay back a smile, principal and interest.

IN MY 60 YEARS' CONTACT with teachers, principals and superintendents, I never knew any who suffered from overwork. I have known some who thought they did. If you listed what they were doing you found 50 per cent of it better left undone. They should have taken on real work to crowd out the useless.

A \$5000 schoolman who wastes himself on thousand-dollar work is a grafter.

REMARKED JOHN WALSH, schoolman: "To make the winter pass quickly, sign a note due the first of March."

promising development within the profession, as a result of mandated action on the part of the membership of the American Association of School Administrators.

In voting at its 1948 convention at Atlantic City the acceptance of the report of a planning commission, the association directed its officers and executive committee to undertake a study looking to the upgrading of the profession in all of its many aspects: recruitment, selection, preparation, certification, in-service training, and over-all relationships. A committee was named for this purpose, the Co-operative Program in Educational Ad-

ministration was undertaken, and, with generous financial assistance from the W. K. Kellogg Foundation of Battle Creek, Mich., eight regional centers were established. At Harvard, Teachers College (Columbia University), Ohio State University, the University of Chicago, George Peabody College for Teachers, University of Texas, Leland Stanford University, and the University of Oregon programs are now well under way which seek to determine optimum procedures, techniques, methods, courses of study, training and evaluation. From such a program much may be confidently anticipated, and as a result the next quarter

of a century will doubtless see the greatest advancement that has ever been made in educational administration.

As this takes place, our training institutions will be able to offer truly significant and pertinent professional education; internship training programs can be developed and refined, and certification procedures can be worked out. With full professionalization of the position, the future should bring to all American cities and communities educational leadership and social statesmanship as yet unknown. For the profession the future is bright and promising.



**Women do not seek administrative rôles —**

## **THEY PREFER TO TEACH**

**IRA JARRELL**

Superintendent of Schools, Atlanta, Ga.

Atlanta, Ga., is the largest city in this country whose chief school administrator is a woman—Ira Jarrell.



**A**LTHOUGH the teaching profession was the first to open its doors to women and although women have proved their worth as teachers, principals and supervisors, they have been able to climb just so far on the ladder of educational leadership. Women have reached the top in medicine, law and other professions as well as in business, but few have reached the top office in school administration.

The reason, in my opinion, is not, as some would have us believe, the prejudice of people against women leaders; rather the reason is that women have not sought the top positions. Just as many people have stated that there was prejudice against women voters and have laid this at the door of men, we know that, while some women fought hard for suffrage, even today there are many women who are not interested in voting. The same thing is true is regard to women's serving on juries. In states in which they do not have that privilege it is because women themselves do not want the responsibilities of jury duty.

### **LOVE CHILDREN**

Most women who enter the teaching profession choose that field of service because they love children and want to work close to them and see the evidence of their teaching ability as they watch the growth of the children in the classroom. In my own case, one of the hardest decisions of my life was to leave the elementary school where I served as principal and move into the superintendent's office. Only the knowledge that I could help a greater number of children made me

accept the promotion, and even today, although I visit the classrooms often and my office door is always open to children, I miss that daily personal contact with boys and girls.

Another reason that women do not hold administrative positions in the school systems of our country is that they have not prepared themselves for them. Most girls think of a job as just the interval between school and marriage, and, therefore, they prepare for the immediate job but do not plan for the future and prepare themselves for executive positions. From time immemorial women have not wanted to assume the responsibilities that come with top positions; therefore, they have failed to get the necessary training for such positions. We cannot expect to be accepted unless we merit promotion and unless, along with the honor, we accept the responsibilities of the job.

The career for the majority of women has been that of managing their homes, and many of them have done outstanding jobs in rearing children, planning budgets, and doing all the other things essential to family life. Many have been able to find success in the career of managing a home and in the teaching profession at the same time.

Certainly I believe that the taxpayers will accept either a man or a woman to head their school system as long as the work is done efficiently, and as long as they know that their children

are receiving the best education possible and every penny of the school tax dollar is being spent wisely and for the benefit of the children. With the same preparation, the same qualifications, and the same interest in the profession a woman should have the same opportunity for advancement as a man. I do not believe that prejudice against woman leadership exists in the large municipalities any more than in the smaller towns even though statistics show that smaller towns have more women in top administrative positions. I believe that it is women's reluctance to accept the responsibilities that go with the top administrative positions of a large city that leads to this apparent discrimination.

### **INTEREST QUESTIONED**

People of this enlightened day do not doubt a woman's ability to do a job. Whenever the question of whether a woman should be appointed to a key position has been asked, I believe that it has not been her ability but her interest that has been questioned. Is she willing to put her work above all personal interests?

Certainly, the compensation for administrative work in terms of the good that can be done for the greatest number of boys and girls far outweighs the cost in time and energy. When women realize this they will be more willing to accept executive positions, and when they are willing to accept them the public will give them to them.



Willard E. Goslin

WHAT SHALL WE teach; whom shall we teach it to; how shall we teach it and when—these are questions in the forefront of public discussion and debate in the United

States today. As the American people and their school teachers answer and reanswer these questions, they determine and redetermine the curriculum of the schools.

The current upsurge of public interest in the curriculum of the school system is one of the most important and promising reflections of our times. This revival of public concern for the program of the public schools needs to be encouraged and guided by the leaders in education. To do a competent job in this field we need to understand the background and development of the curriculum of the American school system.

The European tradition has had a strong influence on the curriculum of American schools. This influence has survived from the earliest Colonial days down to this hour. The entrenchment of this traditional content was greatly strengthened by the structure of grades and promotion, which we likewise borrowed from Europe. The European pattern was and is extensively one of rigorous selection based on scholarship in traditional subject-matter fields. Marks, failure and promotion represent the devices or procedures for selection and elimination. The whole approach looks toward the education of the few. This traditional concept of education, consisting of a series of subject-matter areas arranged in layers of ascending difficulty, with failure applied as the device for steadily thinning the ranks as America's children moved through the school system, has been in conflict from the beginning with two of the strongest forces in American society.

The Judeo-Christian religious influence permeates the whole of the American scene. It is one of the strongest factors influencing policy and direction in this country. The tremendous weight of this religious impulse is behind the recognition of the dignity and worth of each human being. This ethic of life does not allow a distinction in opportunity or worth among

## **FREEDOM** will survive

*if education is truly democratic*

### **WILLARD E. GOSLIN**

Head, Division of School Administration and Community Leadership  
George Peabody College for Teachers  
Nashville, Tenn.

its adherents on the basis of academic nimbleness or on any other basis for that matter. The force, and it is great, of this deep influence among us is behind the concept of a full and equal chance for each American child. As American citizens, sometimes consciously and sometimes unconsciously, we have taken this influence into our classrooms and superintendents' offices, onto our boards of education, into the parent-teacher associations and voting booths. We have steadily reformed the American school system in order to make it a place where each child—any child—could have a chance and

receive help to develop to full flower his innate or, if you prefer, his God-given capacities. This approach looks toward the education of all.

The second basic force in America which has stood against the traditional concept of education may be rooted in the first but is expressed in social, economic and political policy. During the period that was highlighted by the American Revolution, the majority of the citizens of this country committed this nation to a classless society. The struggle to maintain and extend the application of this basic policy has persisted down to this hour. We, in

Freedom of work space and for ideas in junior high school art room.





In 1928 primary education was in ferment. "The subject matter of the Three R's is taught both as a separate interest and as it is encountered in connection with various program activities," Supt. Lloyd H. Bugbee of West Hartford, Conn., explained at the time. Left and lower scenes are 1928 versions of "activity" programs.

effect, decided that in this land every man could be a king.

From those Colonial days of decision to 1953 the vast majority of the American people have pressed steadily toward a school system that would help



each child—*any* child—be a king in his own right and in his own eyes by helping him develop to the full his individual capacities. To get this kind of a school, the American people have had to beat down the traditional concept of a school with a curriculum geared only to the academically quick.

To put it bluntly, the vast majority of the American people and their school teachers are for democracy. They have been strengthened in their stand for it by their religious heritage. They have seen the school curriculum in terms of both content and process as the key to the advancement of their democratic concepts. Therefore, they have stood *against* a traditional curriculum, a philosophy of failure, a school system arranged only for the academically able. They have stood *for*, and still do, a school system that would uphold and advance democracy by building citizenship strength in each American child through a curriculum with scope and depth applied with the intent to meet the needs and abilities of each child.

It seems safe to say that there has been more change and improvement in the curriculum of the American school system in the last 25 years than in any other similar period in our history. This has been partly brought about by the more rapid pace at which the American people have moved on the traditional curriculum, as was discussed previously. However, there have been at least three other factors during this period that should be identified.

The first factor is cultural change. The social, economic and political shifts resulting from depression, hot and cold war, and scientific advancement have been both extensive and deep-seated. They have forced changes in the curriculum. Such shifts will always force free people to change the curriculum of their school system. There is no way for an educational program to be static while resting on a sea of cultural flux.

The second factor that has augmented curriculum improvement in the last 25 years has been the wide application of the knowledge of child growth to curriculum content and classroom procedure and development.

The third factor is one that has characterized America from the beginning. We are frequently concerned about it. It is our eternal search for something that works. We, as a people, have little use for an automobile that won't run, and quite as little use for



education that doesn't help with the business of living. If we can't use Greek to help us convert coal into fine cloth or tires for our automobile or to help us grow more corn on an Iowa acre, then we are likely to get rid of Greek.

I wish to suggest that these forces, and perhaps others, have brought the following changes in the curriculum of the American school system.

1. A steady increase in the attention to the individual in our attempt to have the school serve in the development of all children.

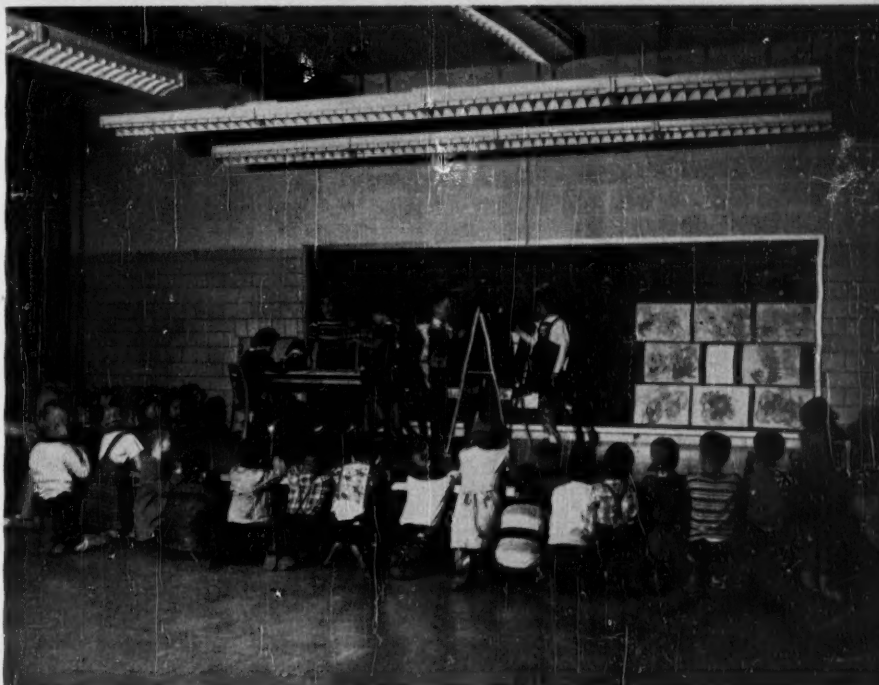
2. A steady advance in methods of instruction and content in such basic areas as reading.

3. A steady shift from straight subject-matter lines, such as straight history, to an emphasis on life problems, or centers or areas of interest, such as transportation, labor movements, communications and production.

4. Somewhat related to the third change has been a change in structure from the specific allocation of 15 or 30 or 60 minutes a day to particular subjects, such as history and geography, to a longer time allotment given over to a broader subject, such as social studies. More recently we have seen a move from such areas as social studies and language arts to the core curriculum.

5. A change in the means or process by which we manage or develop cur-

Above, right. Demonstration in 1928 classroom contrasted with today's dramatization in room with demountable platform. Below: 1953 style of book truck is rolled from school library to classroom, where it serves as shelf space.



riculum improvement. We have moved from the centrally conceived and controlled approach to curriculum development, where a single individual or small group at the top of the school system made curriculum decisions, to a program of wide participation and group action. We now enlist the interest and action of large numbers of the teaching staff in curriculum development, and we are well started toward the incorporation of many laymen in the process.

6. William Van Til suggests, and I agree with him, that during the last years of this quarter century we have begun another fundamental curriculum

change in the schools of this country. His point is that we have begun to put together the ideas and practices of those who have emphasized child needs in curriculum development, the ideas and practices of those who argue for a curriculum aimed at improving society, and the ideas and practices of those who hold that the implementation of democracy as a way of life should motivate all curriculum work.

#### OTHER EVIDENCES OF PROGRESS

In addition to these foundational changes in the curriculum during the last 25 years, there have been many extensions and developments of existing programs and some outright new ventures worthy of note. We can identify only a few representative items here:

1. A major improvement in the field of health and physical education.
2. The expansion and improvement of the music program in the schools.
3. The beginning of camping and outdoor education.
4. Expansion of kindergartens, nursery schools, and other preschool activities.
5. A wider recognition of the place of mental health.
6. Good beginnings on a curriculum for the 13th and 14th years of public education and adult education.
7. Good beginnings on programs of human relations or intergroup and intercultural education.
8. Greater emphasis on the use of the hands.
9. A tremendous advance in materials of instruction.
10. The application of sound group processes to improve instruction.
11. Considerable progress in the use of motion pictures, radio and TV.

#### PERIOD OF TENSION

Possibly the best way to turn from looking back at the last 25 years to the view ahead is to dwell a moment on the present. We need to face the future of curriculum development in the schools of this country while standing on a firm foundation of understanding of what is taking place in our country and in the world. The history of America is a continuous recital of social, economic and political adjustment, change and advancement. The tempo of change in our society at present is doubtless the fastest in the whole history of civilization. Not all members of society adapt themselves to such change at the same rate. Some

people are at one point on the arc of change, some at another. Each group along the arc wants the school lined up to support its particular position. Therefore we are in a period of tension about the curriculum of our school system. The schools and school people are at the center of the crossfire on nearly every tough, rugged internal issue in American life. I believe this condition will persist until certain nationwide and worldwide conflicts are resolved.

With some understanding of the background of curriculum development in the American school system, and with some sensitivity to the current climate in which the schools must advance, we turn for a quick look at the road ahead.

#### SOME PREDICTIONS

I believe we shall see these developments in the curriculum unfold in the public schools during the next 25 years:

1. A steady improvement in the quality of instruction through a regeneration of teacher education, improved instructional practices, wider use of better teaching materials, and smaller classes.
2. A major attempt to develop the power of discrimination on the part of the listening and seeing child and citizen, as well as the reading child and citizen.
3. A wider application of what we know about child growth and development to classroom and schoolwide practices and policies, especially at the secondary school level.
4. A further expansion of our attempts to increase the length of time of a single teacher with a child or group of children.
5. A further change in the machinery or approach to curriculum development through a major expansion in the participation of laymen.
6. Continued efforts to add validity to content, and continuity to experiences, through an expansion of the core curriculum and similar approaches.
7. A steady advance in our attempts to bring validity and meaning into the curriculum of the high schools and junior colleges and to make them more nearly serve the needs of all youth.
8. A strengthening of our emerging efforts to find common grounds for our commitments to our varying programs designed to serve child needs, community improvement, and democratic citizenship.

9. A continuation of our historical emphasis on moral, spiritual and ethical values.

10. A major development in outdoor education with strong emphasis on the conservation of natural resources, work responsibility, and healthful living.

11. Harder work on programs that are designed to help men of different racial and religious backgrounds to live together in peace.

#### TWO-WAY APPROACH

I come finally to a point that I should like to make stand out. I believe the major force operating for curriculum development and instructional improvement in the years ahead will come out of our urgent need and desire for individual citizens, each of whom can carry his share of responsibility for the ideals, concepts and institutions of a free people. We shall get this through a greater over-all attention to our public schools.

Specifically, we shall approach it in two ways, as I see it: (1) We shall greatly strengthen our curriculum and instructional emphasis on the history and nature of freedom and free institutions. We shall make the public school more and more an institution in which America's children not only will learn about freedom and democracy but also will get practice in the processes. (2) We shall give much more attention to international problems. Our country now leads the family of free nations in world affairs. This fact will be a strong influence in curriculum development in the years ahead. We shall need to balance our programs in history, geography, literature, music, art and other fields in order to raise our national literacy about the whole eastern part of the world. One of the major handicaps of our nation today is the fact that we as a free people must form opinions, support policies, and reach decisions about problems and conditions in large areas of the world about which we know little. The schools must help correct this deficiency.

If the curriculum of the American school system meets the needs of the American people for the next 25 years, freedom will have survived another crisis. I believe it will meet these needs, because I believe the American people are committed to a free school system dedicated to the development of each child and to the maintenance of our concepts and institutions of freedom and democracy.



Lee M. Thurston

FOR TWO GENERATIONS, more or less, university effort has been applied on a broadening scale to the preparation of school administrators and the improvement of

school administration. During these last 50 years a profession of school administration has thus come into existence. That it exerts profound influence upon American life no one would think of disputing. Indeed many of us have come to think of the school superintendent as potentially more influential than any other person in the development of our American culture.

The forming of the community school administrator has heretofore been thought to be mainly the job of the university. But it is surely not something the university can do or ought to have to do unaided. Other forces as well should be made to count. In this business of preparing the administrator and shaping the processes of administration many aspects lie distinctly within the sphere of the state department of education. The department of education is the meeting point of an infinite variety of administrative processes in public education. It does not govern in community education, to be sure, but it has a collateral interest in all phases of it. It is therefore our present thesis that the state department of education should regard the improvement of administration as its particular concern.

Let us consider the problem of the education of the young community school superintendent, choosing an example that is not particularly uncommon. Here is a young man who has taught in the high school, and because he has personal gifts and apparent promise he is chosen by the board of education to be superintendent. He has much to learn about his job. He goes to an institution of higher education for a few summers to study school administration and collateral subjects. This may be the extent of his contact with the university.

It would be far better if his contact with the university were not limited to the summer and if it did not terminate with the getting of his gradu-

ate degree. On the campus of a first-class university there is a gathering of knowledge, wisdom and distinguished personalities whose availability to him and influence upon him ought never to be broken off. It perhaps rests with the state department of education more than with any other agency to bring together in constant fruitful association the administrators in the field and the distinguished personalities on the campus.

#### FIVE QUESTIONS

Every state department of education may ask itself these questions about its work in the improvement of community school administration.

1. Does the department develop its programs in conjunction with the superintendents rather than plan its operations in detachment from them? When problems of an administrative character that affect the community school systems arise, are the solutions arrived at in conference between state department members and superintendents? In the operations of the state department is it recognized that a system of schools within a state is not a state system but rather a state-local system?

2. When problems of administration develop upon which scholarly research may be helpful, is the higher institution invited in? Do the higher institutions come to the assistance of the state department of education by assuming or sharing responsibilities in the development of publications upon matters of practical concern? Are the higher institutions engaged, through research, teaching, publications and counseling, in such practical administrative matters as the problem of the school drop-out, the improvement of

curriculum, the development of better relationships and understanding between school and public, the promotion of outdoor education, and the closer identification of the public school with the well-being of the community that supports it?

3. Does the state department of education frequently review the relationships it has with the community school superintendent? Do its demands upon him have a tendency to settle his problems for him by imposing standards and specifications for the conduct of the community school, or do they have the effect of encouraging the development of a community school leader free to administer according to the highest levels of independent thought and action?

4. Does the department of education play its part in bringing into association with the school administrators of the state new personalities and ideas from the outside, thus counteracting the inbreeding of ideas that can be such a curse to education?

5. Does the state department of education, through its chief spokesman, from time to time express its position on matters of fundamental principle in accordance with the courageous tradition of American education? Is it recognized in the state department of education that the battle for free public schools is never won but must be fought year by year and issue by issue, tirelessly and fearlessly? Does the department keep before the eyes of the community school administrator a proper example of official attitude on such fundamental questions as keeping the schools non-partisan, nonsectarian, free, impartial, classless and universally available and serviceable?

# STATE DEPARTMENT

*has collateral interest  
in community education*

#### LEE M. THURSTON

State Superintendent of Public Instruction, Michigan



## Budget makers look to equalization and LOCAL TAXES

ARVID J. BURKE

Director of Studies  
New York State Teachers Association

**F**UTURE financial problems of schools depend first upon what will happen to expenditures and second upon what will happen to revenues.

**Expenditures will go up and up.** Enrollment trends, inflation and personnel shortages will combine to create an expenditure nightmare for the next two or three decades at least.

The cyclical nature of enrollment increases will require a rubber budget. The bulge in births after World War I produced a bulge in parents during the past decade, which resulted in a bigger bulge in births than we have ever experienced. Soon the drop in the number of births during the 1930-40 decade will cause a drop in the number of parents and another drop in the number of births that will last about a decade. By that time another large birth group will be entering the parent-hood ages and a still bigger increase in births should follow.

There is no solace in these facts for budget makers. During the next decade more teachers, materials and space will be required for more elementary pupils. During the following decade the same problems will appear on the secondary level. During the decade after that difficulties will appear again on the elementary level with a certain amount of overlapping in particular localities.

This is not the worst. The automobile and changed technics of home construction will distribute the children unevenly among districts or areas. Mass constructed housing will bring large numbers of pupils to certain areas faster than schools can be erected. More single houses and more space per house will mean more transportation expense or less efficient operating units.

### MORE INFLATION EXPECTED

Perhaps all this would not cause the superintendents to retire if inflation would let up, but the long range outlook is for continued inflation, if not more inflation. The world cannot have international conflicts, war destruction, threats of war, preparation for war, or war itself without inflation. A nation cannot have foreign credit or aid, large public and private debt, considerable consumer credit, price supports, social security, veterans' benefits, tariffs, restrictions on production, underwriting of investment values and bank deposits, and powerful labor unions, dedicated solely or primarily to obtaining wage increases, without inflation. Anything that turns money loose without corresponding production of goods and services demanded in the market place generates inflation. Anything that takes or keeps goods and services out of the domestic market or restricts

their production contributes to inflation.

The schools, moreover, will suffer from personnel shortages. Remember that at the very time they will be trying to employ additional personnel the number of persons who will be entering high school and colleges will reflect the low birth rate of the 1930 to 1940 decade. All professions will be trying to bid for the limited supply as is the case now in engineering. Translate this shortage into dollars and have the headache right now. It will make the going a little easier in the future.

**Revenues will be restricted by federal taxes.** There is only one taxpayer—the individual citizen. He must pay all federal, state and local taxes. To understand the revenue problems of schools we must look at his total tax burden—out in the open or hidden through corporation taxes, excises or others passed on to him as a consumer. He knows or he should know that he can deduct his local school taxes from his state and federal income tax, but this does not make him like his total tax burden any more. This is the biggest difficulty in raising revenues for schools.

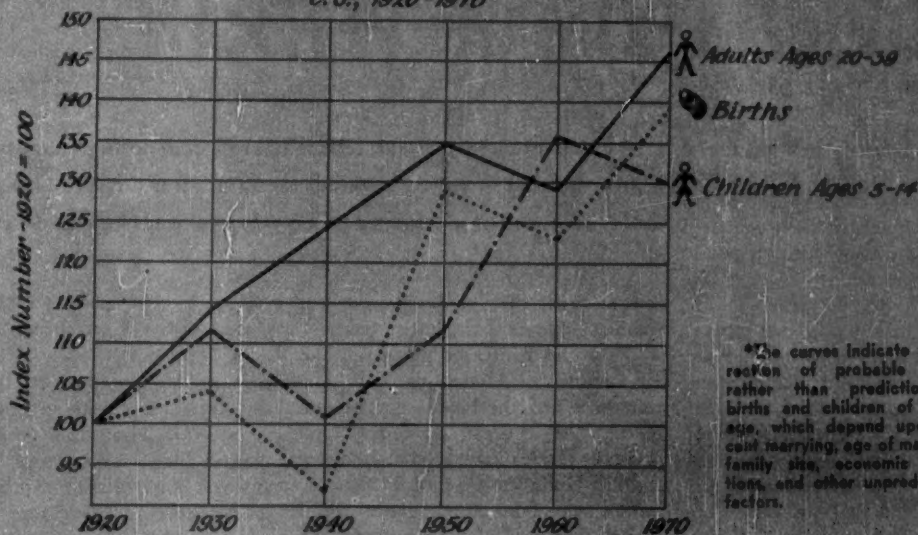
World peace alone can bring about a substantial reduction in federal spending, debt and taxes. Some relief could come from eliminating or cur-tailing certain federal activities, but there is little chance of accomplishing this as political and economic forces are now organized. Economy and efficiency in federal operations would provide a measure of relief, but again the outlook is not good. Any attempt to divert part of federal spending to schools through any substantial increase in federal aid is not likely to succeed where spending is so high and the pressures are so great.

### LOCAL PICTURE BRIGHTER

Inflation may bring increased revenues to the states, which may make it easier to obtain increased state aid. However, competition for state funds, especially for highways, will increase. As in the past it will be difficult to achieve maximum results from state school funds through supporting a high level equalization program. The pressure for general aid before a defensible level of equalization support is attained will continue and will increase as budgeting difficulties increase.

The outlook on the local level is better. Property values generally have

*Cycles in Adults Ages 20-39,  
Births, and Children Ages 5-14,  
U.S., 1920-1970\**



\*The curves indicate the direction of probable trends rather than predictions of births and children of school age, which depend upon percent marrying, age of marriage, family size, economic conditions, and other unpredictable factors.

This graph indicates the direction of probable trends, not predictions of births and children of school age.

not been adjusted to the postwar level of values. Reassessment of property is becoming commoner and probably will spread. This will increase taxing power under existing tax limits. Furthermore, more states are relaxing and will relax on existing stringent local tax limits. More states are granting local nonproperty taxing powers, and more localities will use them in the future.

The areas that will face the greatest educational losses in the future are those that lack sufficient taxpaying ability to compete for personnel, buildings and material during a period of high prices. The only hope for these districts is a high level equalization program. No matter how high the local tax for schools, such districts simply cannot raise enough money to operate a defensible program.

**What can be done.** I sincerely hope that I am wrong in my estimate of the future. What is to be done if events confirm such an outlook? Careful planning, wise state policy, and local taxation seem to promise the greatest amount of relief.

Planning will be concerned primarily with debt service and personnel. Unless school plants are planned for the enrollment cycle with spaces that can be converted readily from elementary to secondary use and back to elementary again, localities and states

will find themselves unduly burdened with debt service contracted at high prices for under-utilized plants. Unless localities and states plan their teacher education and certification programs so that personnel can easily shift from elementary to secondary teaching and back to elementary, schools will be short of teachers on one level while they have an excess on the other.

#### WHAT SHOULD STATE POLICY BE?

State policy must be directed primarily to the plight of the districts that lack taxable resources to compete. The level of support guaranteed through equalization programs must be high enough to enable each school to employ a sufficient number of qualified teachers, to provide a satisfactory school plant, and to assure an adequate quantity of the books and other materials essential for good teaching. Special aids, general aids, and tricky formulas are secondary objectives—nice luxuries if a state can afford them in addition to supporting a defensible equalization program.

Local support no longer can be allowed to wane on the basis of the depression born theory that the property tax is overburdened. The movement to modify restrictive property tax limits enacted during the depression should be vigorously promoted. The movement to reassess property should

be encouraged. There are relatively few high property tax rates for schools today when current values of property and current levels of income are considered. Nonproperty taxes should be tried and extended insofar as experience will permit.

It will not be easy to obtain increased local support or state support so long as federal taxes are so high. This will require intensified efforts to convince people of the value of public education, the competence and efficiency of its management, and the deterioration in its quality resulting from inflation. Schoolmen will have to rely more heavily upon citizen committees and public participation in the budgeting process with emphasis on the educational program to be financed.

Above all, the schools must avoid big mistakes. Hasty or reckless building to house present enrollments without regard to the enrollment cycle could easily lead to insolvency and loss of public confidence. Plants must be planned for other uses as the cycle proceeds through the various grades. Some elementary plants will be designed to relieve immediate overcrowding and to replace an outmoded plant at some later date. Others will be planned for easy and economical conversion to high school use. Still others will be planned for nonschool use after the present enrollment cycle has passed.

## ADVICE FROM A VETERAN

ME. Young Feller, draw up to the radiator and pour some more ginger ale over those ice cubes. Now reel off the intimate questions that you as a young superintendent want to put to an old and vanishing dog on the theory that after 40 years in the schools I ought to know the answers. Actually, it's only 39 years, and I've acquired more humility than answers.

YOUNG FELLER. Well, this question is first on my list: How do I keep my self-respect and dignity and still get along with the school board?

ME. Here comes the wisdom. You aren't just being superior, are you? Lots of school boards and superintendents get on together in mutual respect and harmony. And most boards, serving without pay and often without thanks, are made up of fine, public-spirited citizens. A board of education, too, can be a lot bigger and better than the arithmetical sum of its members. Besides, I don't like to have you worrying about your precious dignity. You should be thinking about building and preserving the dignity of others.

Of course, if your board is venal or asks something dishonorable of you, there's just one thing to do. Walk, with dignity, to the nearest exit. If it's just a difference of opinion, with no dishonor involved, be mighty sure

... and they talk about school boards and doting parents, self-pity, getting a raise, working for that Ph.D., ego and honesty, the administrator's rewards, and—but take a chair and listen in:

you're right. In that case time and patience (yours) will justify you.

Take this matter of power of staff appointments. Under the law you nominate and the board confirms—or doesn't. If it doesn't, and you can't honestly make another nomination, you have a real issue. Generally you can afford to sit things out a bit. But I figure that an SOS is something like a British prime minister on this particular issue. The board isn't really voting on a candidate for assignment or promotion. It's voting on you, whether you have good judgment. It's a vote of confidence or of no confidence. You can't afford to get licked more than about twice.

Let's say you've been earnest and honest and intelligent and reasonable, willing to survey all the field and all the angles, and still the board turns you down. What do you do? You do what the prime minister does. You resign. There the analogy ceases. You can't ask anybody to dissolve the board and call a general election. You don't "go to the country." You go to the showers, and then to another town.

Y.F. But I need this job. How do I keep from getting panicky when I think my meager salary is endangered and I have young children to feed?

ME. Now I know there are boards of education that think *ethics* is a

### J. M. SPINNING

Superintendent of Schools, Rochester, N.Y.

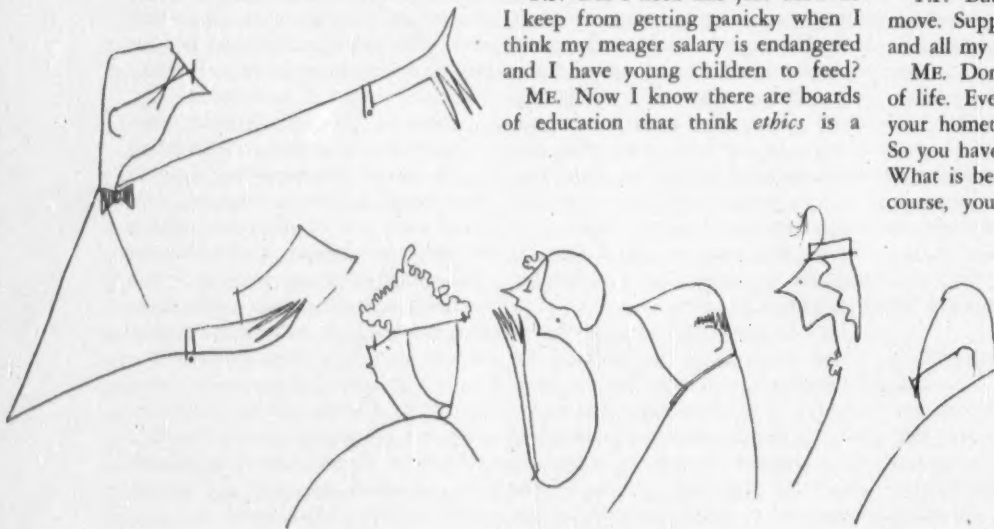
dirty word. But there are ethical questions in all occupations. Certainly a man shouldn't sell his soul for bread. But you don't need to. Anybody good enough to be a *young* superintendent can get a better paying job at something else these days.

You don't want to change your occupation? Well, if you are, truly the aggrieved party, it's dollars to crullers that you can readily get another and better superintendency. Most school boards want men of character. While you are still young, you are in a seller's market. More school children mean more teachers, more schools, more superintendents, even in spite of consolidations, for there's a whole missing generation of school administrators, and the old boys are dropping off fast.

And what do you mean "meager salary"? You accepted it, didn't you? And you have a contract, haven't you? You can't be let-out overnight. Keep in touch with your placement bureau.

Y.F. But suppose I don't want to move. Suppose my family, my friends, and all my roots are in this town?

ME. Don't want to move? Fortune of life. Ever hear of Korea? Yes, it's your hometown and you love it. So? So you have to pay for your devotion. What is better worth paying for? Of course, you can always go back to



How does a young fellow keep his self-respect and dignity and still get along with the board of education members?



teaching. Every superintendent claims that he longs to.

But I'll bet that unless your wife is a trouble-maker you aren't in any real trouble at all if you are working hard and sincerely, and with reasonable wisdom, which means being a real part of the community. (Why shouldn't you be? The schools are and the kids are.)

Maybe you're just feeling inflation—like too many others—or you're in one of those low moods that everyone gets into occasionally who has the guts to be a superintendent in the first place. The job takes a lot of energy, calls for sudden output, and calls for sustained output thereof, which is inevitably followed by limp and jittery spells for all but the strongest. When the rains come, lie as low as you can for a while and keep your big mouth shut.

And try not to feel sorry for yourself. Don't whine that you aren't appreciated. Hell, *you* are supposed to be the appreciator. You're the guy who praises people. Oh, yes, a little self-pity happens to all of us once in a while. We all have our moments of shame. Cry into your pillow if you must, but make sure your pillow doesn't talk. But I suggest rather that whenever you feel that your job is thankless, you get even by thanking six of your colleagues for the grand job they're doing. For yourself, don't expect praise, and you may be surprised. Ask for it, or depend on it, and you're sunk.

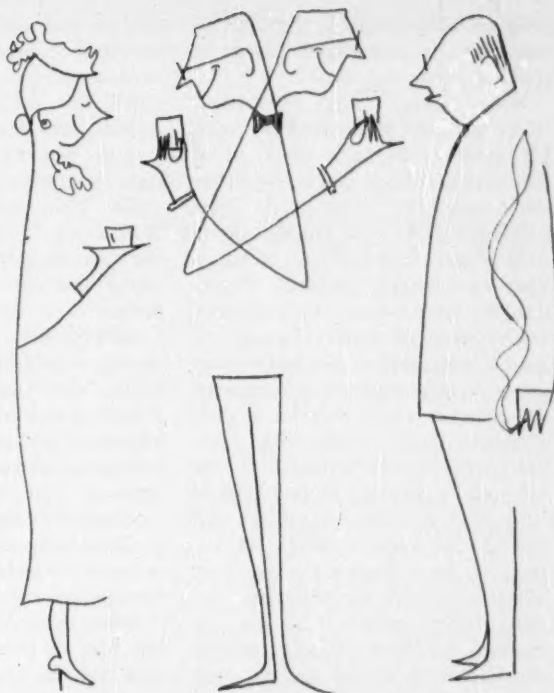
Y.F. What do I do about this modern philosophy of "cooperation," with everybody making decisions and no one taking responsibility?

ME. I never heard of it—in those terms. If you mean "democracy in administration," I'd say just this: Colleagues, and that includes the janitor, ought to have their points of view considered. But democracy to me is still more a spirit than a mechanism. Certainly a superintendent is a dumb cluck (and I frequently am) if he doesn't consult and if he doesn't keep both ears to the ground, even if that puts him in an enchantingly vulnerable position.

Somebody always has to take final responsibility, and boy, you're it! Consult and consult and consult, but comes the moment for decision (I'm speaking of administrative decisions) and *you* have to call the shot.

And speaking of democracy in the school system, sometimes we and

**New on the job, you've just got to make the knife and fork circuit and like it. After a couple of years, maybe you can ease off a bit.**



our principals and our teachers need to remind ourselves that the only people in the system who have a direct commission from the people are the members of the board. True, a wise board will avail itself, even in matters of policy, of the balanced judgment of sound practitioners. And on matters of staff responsibilities and relationships we could learn a great deal from industry, which originally learned so much about them from us—and has had the money and courage to follow through. Too often in the schools know-how is scuttled by no-do.

By the way, I hope you don't believe that I practice all the fine things I preach.

Y.F. Oh, no! My summer school professor warned me not to.

ME. Why, the old reprobate! Well, let's just say he's even smarter than I thought. Next question, please.

Y.F. Here it is. Do I accept all these invitations to evening meetings? Must I always be at the P.T.A.? Isn't there an evening or two I can have at home?

ME. Nope, not unless you're awfully smart. New on the job, you've just got to make the knife and fork circuit and like it. After a couple of years, you can ease off. Maybe they've found out you aren't such a good speaker after all. Maybe you've learned to say it more briefly. Maybe they no longer expect you to listen to the minutes and the treasurer's report before they call on you. Maybe you have a nice letter which says how dreadfully sorry you are but you must devote that evening to preparing a report the board requires of you. In that cast you must, of course, reach into the bushes and pull out a ram, a staff member "who will be glad" to be offered up for you. You can sometimes, though rarely, plead

illness, including the illness you will have if you take on all these extra assignments.

Remember, however, that when it's really important you mustn't duck it.

Y.F. What about this trend to lump all problems under the term "public relations" and assume that it is a panacea for all ills of the school district?

ME. Nuts. Public relations is important, and so are a lot of other relations, including your mother-in-law. I am far from scornful of good and legitimate contacts with business and industry and service clubs and *ad hoc* organizations, properly checked in New York, of course, under the Feinberg law. But press and public are often properly suspicious of hand-outs and house organ stuff. Nothing can take the place of a good job constantly and conscientiously done. What I want to emphasize is that we in the schools can have the finest of public relations right at the grade level, the individual child and parent level. The great commercial promoters envy us that opportunity. They'd like to get in on it. Every week we have to deny to commercial interests the use of our avenues to the American home and taxpayer. In our principals, teachers and children we have the greatest sales force in America.

Y.F. I'll try to remember that. Now here's the next one. Am I to believe what these successful superin-

tendents tell me, namely, that they do take time for professional reading in spite of everything else?

ME. Frankly, I don't know what "these successful superintendents" read. My guess is that they do a lot of judicious skimming, another word for cream-separating. Some of the most successful SOS's I've known didn't have to get their stuff out of books. They were writing the books. Nowadays the professors of school administration write the books. This can be good if these authors ever had to meet pay rolls and chambers of commerce. A university chair provides a good foundation for quarterbacking. Now, don't take that too seriously. At the moment, I'm fed up with two kinds of tripe: (1) the out-of-this-world stuff and (2) the research studies that continue to amass student opinion from which to conclude again that boys and girls prefer teachers who are fair markers and have pleasant manners and a sense of humor. But the really new approaches and the new syntheses of the old are as useful as a Stillson wrench.

Still a feller shouldn't be tied to so-called professional reading. His general reading may be far more important. In the profession we talk to one another too much. Often we speak a dubious language, if it can be called language. So do other cults. Perhaps if we did more general reading, including some real classics, we'd think and speak more freshly and vigorously.

#### HANDLING HOT POTATOES

Y.F. Can you set me straight on this business of delegating authority? Does it really work? And, if so, what's the secret?

ME. If it works, the secret is who and whom. I note that the best speeches in favor of delegating are always made by the fellows who can't delegate for sour apples. I'm one of them. Also I note that some of the staff members who want the superintendent to delegate more are the first to shove the sopping infant back into his lap. And heaven protect us from the considerate staff member who is so eager to spare you that he never tells you what's cooking until it explodes all over the landscape.

Yes, it all depends on the delegate. You may not be the one who is indispensable, but there just has to be someone to do the top worrying and/or planning. Remember that if there weren't hot potatoes they wouldn't

need you and that when you think you haven't got a problem it's a sure sign you're ducking one.

Y.F. Should I think seriously about working toward a doctoral degree? I have my master's now, but I'd like to keep on growing professionally.

ME. What kind of doctorate? Will it help your growth? Advanced degrees are like marriage—a help to the strong and confusion to the weak. Because you're strong, I'd say yes. The world expects it. I know. People call me doctor because they figure I ought to be. On Tuesday, Thursday and Saturday I resist the title honestly. On Monday, Wednesday, Friday and, sometimes, Sunday I'm too busy to deny it. But now that education courses really educate you should go to it. Be a community engineer and see if I care—so long as nobody hears you describe yourself that way.

When the weekly questionnaire asks me what training would have been most valuable to me as an SOS I fish out the standard reply, the one in which I regret that I have not had complete training and equipment in finance, law, psychiatry and public relations. But secretly I assure myself that 20 years in the classroom with boys and girls and subject matter, as well as association with teachers, have been particularly useful.

Really I'm jealous of all these orderly minded Ed.D's, complete with footnotes. I wish I'd started out in the days of administrative scholarships and internships. Then I might have been able to find the reasons first instead of afterward. I'm deeply serious about this. That kind of training could have saved me from some of my most brilliant mistakes. So I just pretend, that I'm scared of too much science in education and administration. One thing I do know. No matter what the old school halter may have been, you have to be yourself—not some ideal administrator, not even your predecessor. Lots of people, your colleagues, especially, will go on measuring you forever against his dimensions. In some ways you'll be lucky if he was a dud.

Y.F. I almost see what you mean. I'll go on for my doctorate. Here's the last question. What has been the most rewarding aspect of your years of service?

ME. Durned if I know. Sometimes I think just sheer perverted admiration of my own foolhardiness in ever taking the job as SOS. Sometimes I think just a grim satisfaction in hanging on. I

didn't really expect to last six months at it. I came to office in the depths of 1933. I had to fight a rearguard action through the stringencies of Depression, World War II, and on into Inflation. Just to meet these successive conditions and keep going a good (inherited) school program has had its satisfactions, even when I really wanted to invent, create, expand, go forward. But that's all negative virtue. The Purple Heart in Administration gets you only the Purple Heart.

#### MOST ENJOYABLE PART

Really, what I've enjoyed most has been working and loafing with people, many fine ones, some cusses. By and large, school people are just the grandest on this earth. I have high admiration for them, confidence in them, and affection for them, and I love the way they tell me off. I think I've acquired a growing respect for other people and their aspirations, taking them as they are, worrying about their worries more than about mine, appreciating the therapeutic value of letting them talk through their frustrations.

To be quite honest, I couldn't have endured my own disappointments with myself (how they shrivel me at 3 a.m.!) if it weren't for a profound and built-in faith in our public schools, a desperate wanting to see the American dream come truer, liking to see people grow. A small school system is best for that because there you are closer to the young fry. In a larger system you watch teachers or principals develop, or parents, or board members! But it's all part of the process.

Especially, I love to tell parents that the education of other people's children is more important than the education of their own—just because there are more of the others and because what is done for them will most largely determine the kind of world in which their own will live. These others must be brought up to tell the truth, to love justice and fair dealing, to know and value the finest in human conduct, to range themselves on the side of the angels. It's good to have a part in working for this, even if it's a hard part.

Now go home before I get soppy. . . . Why, you disrespectful young squirt! How long have you been gone? Since before I really took my hair down, I hope.

(Curtain. Pillow.)

**The administrator needs****faith, skill and courage to achieve****SCHOOL-COMMUNITY COOPERATION****Paul J. Misner**

IN THE CELEBRATION of its 25th anniversary, it is appropriate that *The NATION'S SCHOOLS* should reaffirm the importance that it has always attached to school public relations. Throughout the entire period of its distinguished career this magazine has consistently reiterated the theme that public schools belong to the public and that the achievements of the schools will never rise significantly above the level of community understanding and acceptance. In editorials and in countless articles educational leaders have been urged, inspired and sometimes needed to seek increased community participation and cooperation to the end that the public schools might fulfill more effectively their historic mission in a democratic society.

In the last 25 years school public relations has passed through two successive, if not always successful, phases. In its early beginnings the public relations activity was limited essentially to publicity. When the need for community support became unbearably urgent, campaigns were organized, propaganda devices were mobilized, and an all-out effort was made to persuade the public to accept and support some proposition, the value of which it but dimly perceived. The frequent failures and the limited successes of the publicity approach soon indicated that a more comprehensive and statesmanlike method was needed.

With the appearance of Arthur B. Moehlman's "Social Interpretation" in 1938, school public relations entered upon the second phase of its development. Education was defined as a co-partnership between school and community. The right of citizens to participate in the determination of educational policies was clearly estab-

lished. The employment of propaganda technics and devices was rejected, and educational leaders were urged to provide complete information concerning the purpose, value, conditions and needs of the schools. Public relations was defined as continuous activity in which all school personnel should be involved and in which the active cooperation of the entire community should be aggressively sought.

Building as they have on the pioneer work of Dr. Moehlman, public relations specialists and progressive school administrators have, in recent years, elaborated these accepted principles and have made significant beginnings in translating them into practice.

Against the background of the last 25 years and in light of the problems currently facing the schools of the nation it is now possible to sketch in broad outline the shape of things to come and to anticipate the nature of the editorials and the articles that may be expected to appear in future issues of *The NATION'S SCHOOLS*.

**THE LARGER EFFORT**

It is quite apparent that both publicity and interpretation will continue to be included in the public relations activity. In an age when mass media of communication, including television, will be so universally employed, publicity and interpretation must continue to play significant rôles. These technics will, however, be facilitating phases of a larger effort to involve the citizens of the community actively and responsibly in the continuous improvement of their schools. It is entirely possible that the educational historian of the future may designate the next 25 years of school public relations as the period of school-community participation and cooperation.

School-community cooperation will achieve little of lasting value if it is conducted in an atmosphere of timidity and appeasement. Significant

**PAUL J. MISNER**

Superintendent of Schools, Glencoe, Ill.

achievement will require that full information concerning the conditions and needs of the schools be made available as the basis for community study, appraisal and action. Efforts to achieve community cooperation have all too frequently cast the schools in a defensive rôle. Faced with criticisms of educational policies and programs, educational leadership has tended to marshal facts designed to prove that all is well with the schools and that the criticisms are ill founded and unjustified.

The problems that the schools now face and will continue to face in the future are much too complicated and their solutions are much too urgently needed to permit any half-hearted approach to community cooperation. Many criticisms of the schools are made by thoughtful and responsible citizens who honestly desire an improvement in the quality of educational services. These citizens are entitled to know, specifically, what is involved in achieving improvement of their schools. They should be given the opportunity to sit down with teachers and administrators to evaluate realistically the conditions that exist and to accept joint responsibility for doing whatever needs to be done.

Such joint study will be of little or no avail unless there are appropriate channels through which recommendations can be routed. All of this implies that the school board, as the legal agency for determining policies, must itself be committed to the necessity and desirability for cooperative study and planning.

The effectiveness of such cooperation is being demonstrated currently in the achievements of lay advisory committees as they have sought to assist schools in their efforts to meet



emergency needs for new school buildings, better trained teachers, and more nearly adequate financial support. These cooperative efforts represent but a mere beginning of what may be expected in the future if school and community can learn to work together in a spirit of mutual confidence and respect.

#### **SUPPORT FOLLOWS UNDERSTANDING**

An educational program designed to meet adequately the needs of the nation's children and youth will require vastly increased public understanding and financial support. At the elementary school level it will require smaller classes, the provision of specialized services, and highly trained, competent teachers.

As the ideal of providing a secondary education for all American youth approaches reality the curriculum of the high school must be extended and enriched to provide more effectively for the varied needs, interests and capacities of these young people. As the needs of our technological society continue to impose greater demands for highly trained and competent workers, opportunities beyond the high school level must be extensively provided.

At all levels of education there will be a continuing and increasing need for books, supplies and equipment to supplement and enrich the learning experiences of students. It is a sad commentary that, today, television with all of its potential educational possibilities is being used much more widely in taverns and cocktail lounges than in classrooms.

The American people have always demonstrated a sort of intuitive faith in their schools. They have likewise demonstrated their capacity to think and act greatly when the need for such thinking and acting has been clearly recognized. There is every reason to believe that the citizens of the nation will respond to the needs of their schools with direct and positive support when they have the opportunity to know what is involved in providing better education for children and youth.

The means for achieving the high level of community cooperation and participation that will be required in the future are already clearly outlined in the dynamic concept of the community school. Effective school public relations involves infinitely more than the organization of a parent-teacher associa-

tion and the appointment of a citizens' advisory committee. Education is a function and a responsibility of the entire community, and the efficient operation of the public schools requires the active, responsible and purposeful participation of all agencies and individuals in the enterprise. Children and youth do not spend all of their conscious hours in the sheltered environs of a classroom. Strategic portions of their waking hours are spent at home, in churches, on the streets, and at playgrounds. Thus responsibility for the health, recreation, safety and moral and spiritual guidance of children and youth cannot be restricted solely to the schools. It is a responsibility that must be shared by many community agencies and groups.

Significant beginnings have already been made throughout the country in realizing the promise of the community school as a means of achieving better public relations and improved educational programs and services. Increasingly, curriculum programs are being enriched and extended to include the more effective utilization of human and physical resources. Opportunities are being provided for students to study their communities and to participate usefully in many community activities. Similarly, lay citizens are being invited to participate in the activities of the schools and to share with students and teachers their unique interests, experiences and skills. This means, too, that the school plant shall be readily adaptable to community and adult use far beyond the currently assumed values of the multipurpose room.

Basic to the success of school-community interaction is the development of skills in the processes of group planning, and there is encouraging evidence of much progress in this direction.

#### **A VALID ASSUMPTION**

Recently, conspicuous beginnings have been made with efforts to enlist business, industry and the professions in the study of educational needs and conditions. It can confidently be expected that the representatives of these groups will support needed improvements in our schools because most of them recognize clearly that a high quality of goods and services necessitates a correspondingly high expenditure of investment capital.

Successful business enterprises operate on the basis that there always is

opportunity for improvement. Business knows that the same is true in public education. The community school approach to public relations assumes that most people want the best possible education that can be provided for children and youth. Experience thus far with the operation of community schools indicates that the assumption is valid.

The greatest single responsibility for the achievement of school-community cooperation during the next 25 years rests squarely with the school administrators of the nation. These individuals will need to possess unlimited faith in people and exquisite and consummate skill in the exercise of educational leadership. They will need to be unafraid that lay participation and cooperation will threaten or undermine the proper functions and responsibilities of the professional organization. They will have confidence that when citizens have the opportunity to understand fully the great complexity of the educational process they will readily and intelligently distinguish between lay and professional functions.

#### **PROFESSIONAL PURPOSE LACKING**

No small part of the responsibility which the administrator must assume will be in the exercise of his leadership of the school personnel. Unfortunately, large numbers of teachers are ill prepared to make their most effective contribution to school-community cooperation. One of the tragic lessons that is being learned in many of the current situations where school and community are in conflict is that among the members of the teaching profession itself there is an appalling lack of professional purpose and unity. The administrator who seeks school-community cooperation must be quite sure that his own house is in order.

Public relations frequently is described as a two-way channel—a reciprocity of influence between the school and the community. Such a concept inadvertently ignores the fact that the community has other major concerns, such as health, transportation, safety, law and order.

Public relations really is a unilateral movement, with schools as one of several social agencies, all colleagues in a joint enterprise. For public education, this means that the school's interest in the whole child must be matched with shared concern for the total well-being of the community and the nation.

# EXPANDED PREPARATION

*must include all types of service*



S. M. Brownell

COUNTRY-WIDE now, there is probably more ferment and discussion of the nature of the program for preparing persons to teach than there has been at any time in the history

of teacher education. Out of this ferment appear some points of reasonable agreement.

Teacher education occupies a unique position in the educational system. It is higher education in its curriculum and procedures, yet it is and must ever be intimately associated with the elementary and secondary schools for which it is educating teachers. Furthermore, because it is through teacher education that the character and the quality of the teaching of children are determined, the institutions of teacher education need to reflect not only the higher education and the common school relationships but also the sentiment of all of the people.

In considering the future of teacher education, it is necessary to be certain that the importance of this unique position is maintained.

## BASIC ELEMENTS

Programs for teacher education include several basic elements. There are debate and varied experimentation as to the proportionate time to be devoted to general education, to education in the special field to be taught (which for elementary teachers embraces the full elementary school curriculum), to the understanding of the nature of growth and learning, to the function of the school as a social institution and as a working organization, and to observation and practice (under skillful supervision) of effective ways of teaching. Carefully developed plans of teacher education provide and need to contain all of these elements.

## S. M. BROWNELL

President, New Haven State Teachers College  
and Professor of Educational Administration, Yale University

Preservice preparation of teachers needs to be extended and carefully planned. Five years of preservice preparation for teachers is well enough established, and the increasing demand for teachers with this amount of preparation is sufficiently recognizable that we expect the number of students who will enroll in such programs will increase rapidly. But the increased length of education has little justification unless it is carefully planned as preparation for teaching.

To the extent that the master's degree work is to be related to the undergraduate years and to draw upon laboratory experience with children, it is most efficient and economical to have the master's degree work in close association with established undergraduate teacher education institutions, provided they have competent personnel and library and other facilities. Because educational institutions vary so much in their facilities, it is unsafe to generalize on whether teachers colleges or established graduate schools represent the better organization. It is most important, however, that the program be conducted by those interested in seeing that the outcome is better teaching in the elementary and secondary schools. It seems certain that fifth year programs should contribute to, or in some instances result in, award of the master's degree and that teachers colleges must assume much of the responsibility for such work.

Sufficient flexibility is necessary to allow for experimentation and improvement. Unity of purpose and the development, acceptance and support of over-all standards that will maintain reasonable stability of practice and encourage efficient use of resources in teacher education are important. To be effective, this process must grow from the colleges. But this does not mean

that teacher education should become standardized. The process should encourage diversity where diversity adds to effectiveness. It should encourage common practice when common practice adds to efficiency. Only through cooperation of teacher preparing institutions and perhaps some coordination can either of these objectives be reached in the soundest fashion.

## HOW SHALL IT BE SUPPORTED?

Most of the states have made teacher education available at low cost in order that those going into teaching shall be restricted as little as possible by economic barriers. If this desirable policy is to continue and if sufficient facilities and services are to be provided in the years ahead in which the teacher shortage will be acute, several special problems of support call for policy decisions.

*Financing of Summer Schools for Undergraduates.* The summer session in many teacher education institutions is at present operated entirely from student fees. The student who attends during the regular school year pays a nominal tuition. Increasing numbers of undergraduate students wish to attend in the summer, but under present conditions many summer programs must be limited to courses that will "pay out" and to students able to "pay up."

*Financing of Residence Halls.* Residence halls are needed at teachers colleges for at least three reasons: (1) some students are unable to live at home because of the distance between home and school; (2) an important part of teacher education is the development of personal habits and attitudes that will obtain for teachers the cooperation, approval and emulation of pupils and that will gain for teachers cordial acceptance by parents and



Twenty-five years ago teachers were expected to be authoritarians.

other members of the community in which they teach, and (3) if young people must make the adjustment to living away from home the same year they make their first adjustment to teaching, there is less likelihood of their making either set of adjustments satisfactorily. Provisions should be made so that each student may live on campus at least one year.

Residence halls for teachers colleges have been built by state appropriation in some states. In others they have been built on the so-called "self-liquidating" principle. The charges to students, of course, have to be higher for "self-liquidating" dormitories. Higher charges strike most heavily at students coming from homes where the social training is meager. States must face this issue wherever residence halls are needed.

*Construction of Laboratory School.* The laboratory school usually has several features (not provided in a typical city school) that are important, such as space provisions for effective observation and demonstration for groups of students, for conferences between supervising teacher and student teacher; and for one party's being able to work separately while the other is teaching.

In some states regular city schools are used as laboratory schools. Citizens naturally see no reason why they should make special laboratory school provisions in the local school buildings

they erect. Plans need to be developed that will provide these important facilities for teacher education by the state's either building training schools or giving financial assistance for this purpose to cities.

*Financing of Fifth Year and Master's Degree Programs.* College graduates who take an added year of work in the teachers colleges to prepare for teaching usually pay the same fees undergraduates pay. College graduates who are enrolled for the master's degree may pay up to 20 times as much. Support of the master's degree program more consistent with the rest of the teacher education program would seem to be in order.

#### SERVICES EXPECTED

Several recent state studies have considered the services that teacher education institutions should provide. There has been general agreement in most of these studies that services should include: (1) preservice professional education for teachers through the master's degree level; (2) general education through Grades 13 and 14 for those preparing to teach and also for youths in the region who do not have teaching as a goal; (3) help for the schools in the region through providing in-service courses and other services to aid in improvement of local schools, and (4) research and experimentation for the improvement of teaching and teacher education.

Some of the immediate problems in providing these services are:

1. *Will an expansion to carry on these services strengthen or weaken the existing preservice professional program?*

It seems plausible that if functions are added to a teachers college they will be likely to strengthen the professional education of teachers if sufficient additional support and facilities are added to carry on the new functions without subtracting from support of the teacher education function and if the leadership and staff are at all times primarily and genuinely interested in maintaining a high grade teacher education program.

2. *If the colleges meet the needs of their region, does it mean they should all provide the same services?*

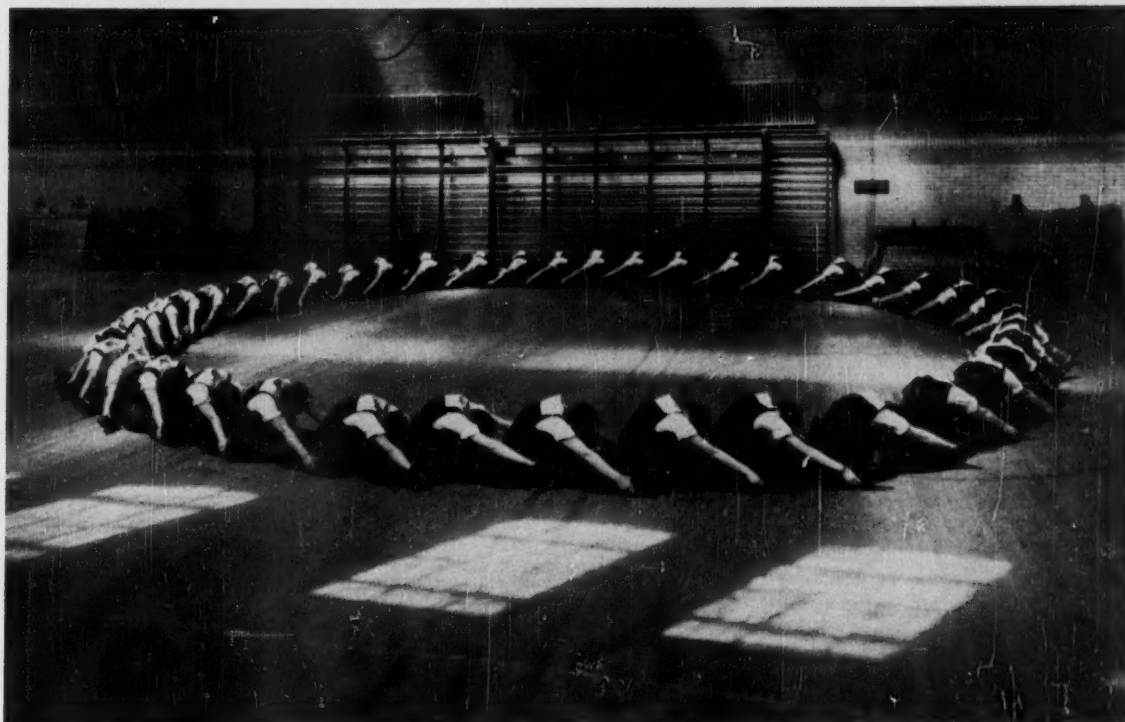
Programs in one part of the state may be undertaken without the obligation of duplicating these programs in all state supported colleges. Each or any program would have to be justified by a college on evidence of regional needs, not merely because it has been supplied by another college in another region. Such a policy also makes it entirely justifiable to hold the position that a teachers college might properly devote its entire resources to developing, even more than at present, an outstanding, exclusively teacher education program, while this might not and probably would not to the same degree meet the needs of any other region.

3. *What services need greatest attention in the immediate future?*

There are those who look at the shortage of elementary school teachers and say that all of the resources that can be made available to institutions of teacher education should be devoted to the preparation of elementary school teachers.

But that is patently impractical. Increased numbers of high school teachers will be needed in a few years. Increased enrollment preparing for secondary teaching has to precede by several years increased output. The greater number of new and emergency trained elementary teachers now in the field, together with the crowded classes in many localities, presents localities with problems calling for added field service and in-service aid to teachers. Experienced teachers desiring to prepare for principalships, guidance positions, or supervisory work or to advance proficiency in their teaching area cannot wait until the shortage of





elementary teachers is met. These illustrations point to the conclusion that, whether we like it or not, expansion must go on in the several service areas, even though greatest attention must be given to housing and staffing an expanded program for preparing elementary school teachers.

#### ORGANIZATION RELATIONSHIPS

The unique relationship of teacher education institutions to schools and to higher education was mentioned earlier. The state's educational responsibilities are shared by such units as state departments of education, localities, state and private teacher preparing universities, state school building commissions, and other educational institutions. Teacher preparing colleges must, therefore, provide time, energy and leadership in cooperating with other agencies and units if there is to be reasonable unity in the total program of education. They must also cooperate with private enterprises not usually considered educational.

In determining when and how far to go in such cooperative endeavors and in carrying on these activities that involve other agencies, there frequently arise issues—usually not presented as clear-cut questions—that can best be resolved if there is agreement on overall policies. Two of the issues are these: How far should cooperation between

In the first issue of *The Nation's Schools*, Cora deForest Grant wrote an article on "Choosing Teachers Who Are Physically Fit." The caption accompanying this illustration read: "There is no doubt that these embryo teachers will be in physical condition to teach classes."

colleges extend in determining a common pattern and common practices, and what safeguards are important in seeing that through cooperative enterprises colleges do not lose the necessary controls on what is done?

Frequent meetings between those engaged in teacher education do much to develop and maintain unity in purpose and sharing of practices. Experience to date would lead us to encourage further development of such unity but to guard against efforts to bring about uniformity for the sake of uniformity.

Colleges are continually asked to and do participate with national foundations, accrediting associations, federal agencies, other state agencies, local business and service agencies. Cooperative arrangements may exist between two colleges. Hospitals have sought cooperative arrangements with teachers colleges. Cooperative arrangements are established with local schools for supervision of practice teaching. In each instance all parties have interests to protect. The arrangements, therefore, need to be so developed that forward cooperative steps are not prevented because each fears exploitation by the other parties. Nor is it desir-

able that cooperative arrangements be consummated that would surrender to other parties responsibilities, controls and resources that might handicap the college later.

#### GUIDING PRINCIPLES

Certain principles or policies may well guide any cooperative arrangement with other public or private agencies or institutions, especially one of any considerable duration: (1) There should be a sharing of the control of the activity by all responsible cooperating agents or agencies, and (2) there should be opportunity for re-appraisal or for withdrawal from the arrangement by any cooperative party upon reasonable notice to the other parties. Arrangements that do not make such provisions in reality become a merger or a coordination rather than cooperation.

The foregoing problems are not ones that will be solved by the administrators alone or by the administrators and teaching faculty members working together. Boards of control, the total teaching profession, and the public in general have a stake in how these problems are resolved.

*Closer identification with the life  
of the people will save*

## HIGHER EDUCATION



David D. Henry

THE MAJOR problems that are before the colleges and universities of the nation today reflect the developments of the last 25 years, and the way in which they are solved

will pretty largely determine the nature of higher education in the next 25 years.

The most striking single historical fact is the tremendous increase in enrollments (1926: 1,116,000 [estimated]; 1951: 2,116,440). The trend was clearly established before 1941, and it continued after the war, in addition to the unexpected load of vet-

erans. With the leveling out of the veterans' demands and the end of the temporary drop in number of high school graduates, the trend of the future will be upward, both in terms of increased numbers eligible to enroll and in terms of the higher percentage of high school graduates who attend.

The analysis of the increase in the percentage of the high school graduates attending college is a subject for a separate discussion, but how to deal with the increased enrollment now and prepare for the future is the basic

### DAVID D. HENRY

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question before higher education today. Neither the physical plant nor the financial structure is adequate for present obligations. To the normal requirements for the current load increased costs must be added.

Higher education has lost ground, comparatively, in its financing, and the immediate outlook is grim. The appropriating bodies with which public institutions must deal are reluctant either to increase taxes or to give education a larger proportion of the taxes now being collected. Private institutions have lower return from endowments and increasing difficulty in finding new sources of gifts. Tuition is at a dangerous high—"dangerous" in that economic barriers to students are being raised instead of lowered.

Higher education today is preoccupied with financial problems and with efforts to improve the physical plant and operating stability, as well as to meet new opportunities.

All of this does not point to a dark long-time future. America can afford, in one way or another, to underwrite the financial requirements of its colleges and universities and will do so. The people sense that higher education is essential to provide trained brain power for our complex civilization—for leadership and management, for professional service, for research,

National teachers school in Mexico City, accommodating 11,000 in two shifts.





Serpentine side of M.I.T. dormitory giving each resident view of the Charles.

for cultural achievement, and for citizenship; above all, they know that higher education provides the opportunity for the individual to improve his lot, however he may define it, and that this social mobility is the essence of democracy. The American people will not allow this door of opportunity to be closed. Enrollments will continue to increase as needs are met and as an increasing percentage of those qualified to go to college do so.

The increase in enrollments has created problems other than financial ones. As long as the student body of America was small, select and homogeneous in purpose, curricular offerings were relatively simple. Today, every institution is analyzing the educational needs of its increased number of students and attempting to adapt its program to those needs. Curricular changes occur slowly, but change has occurred and is now taking place. The old argument between liberal and vocational education is pretty largely resolved. The vocational partisans are seeking a broadened base for their specialized education. The generalists are recognizing that they have been vocational in many of their requirements and that they can serve best by working within the interests and needs

of the students who come to them. Curriculum battles are still being fought on campuses around the nation, but objectives are now fairly clear—that we must educate students both for citizenship and for enriched living as well as for useful lives in whatever field of work they undertake.

Across the land, then, there is great fermentation in curriculum analysis and construction, and in the years ahead there will be continuing self-evaluation as more and more institutions attempt to state their objectives and to measure their achievements by those objectives.

The quality of instruction has always been and remains a point of attention. Quality of personnel is related to finance, of course, and a major effort is being made to increase salaries, so that higher education may effectively compete for personnel. There are signs, too, that the profession of college teaching is organizing to match the recruiting efforts of other professions and to give some attention to the adequate preparation of the college teacher. As a profession, college teaching has lagged in the discovery, counseling and encouragement of young people qualified to enter the profession and in planning training

and placement opportunities. There are some signs, too, that the profession is recognizing that, even within the tradition of freedom for the individual teacher, there is opportunity for a program of appraisal and stimulation for growth.

Beside the growth in enrollments, the other most prominent single development of higher education in the last 25 years has been the extension of the scope of institutional service, and in this historic fact we also have a glimpse of the future. No longer is the college regarded solely as the home of the undergraduate student or the university as the home of the undergraduate and graduate student. Colleges and universities are relating themselves to their communities, sometimes on a local basis, sometimes on an area or state basis.

#### RESEARCH ESSENTIAL

While formal undergraduate and graduate instruction has in no way had less emphasis, institutions today recognize that research is essential to instruction, and the research service of our higher institutions is gaining momentum, assisted greatly by grants from the federal government, as well as from foundations, corporations and associations. Higher education institutions see the opportunities for leadership in community life and encourage staff members as individuals to participate in community affairs and in an organized way try to provide institutional leadership to cultural and civic enterprises.

The development of adult education under the leadership of higher education is perhaps the best index of the new concept of increased service. The extension divisions of land-grant colleges and state universities and the evening school work of the urban institutions have taken the resources of their institutions to the people in a dramatic and effective way. Thus, in research service, in civic leadership, in adult education, in extension of in-service training, and in many other ways higher education seeks to provide vital service to increasing numbers of people.

It is clear that the next 25 years will be dramatic. Although no one will define the future, for war or for peace, for prosperity or for deflation, higher education is so interrelated with the life of the people that it will be a part of every condition and every issue of national welfare.



**Toward more liberal requirements for**

## **COLLEGE ENTRANCE**

**W. W. HAGGARD**

President, Western Washington College of Education



W. W. Haggard

AMONG THE more important trends in college-high school regulations during the last 25 years are the modification of college entrance requirements and a

growing emphasis on student personnel services, including a more effective orientation of freshman students on the part of colleges.

Several significant studies have been made that relate to the achievement of a better understanding of ways and means of articulating high school curriculum revision and college admission in behalf of emphasis on outcomes. For years in the state of Washington, particularly in the state college and the colleges of education, less emphasis has been placed on subject-matter sequences as preparatory for college.

Whitman, a widely known private college in Washington, "imposes no arbitrary entrance requirements, such as required grade point averages and the completion of certain high school units. Instead, the case of each student is given careful individual attention. His credentials are evaluated in comparison with those of the total group of applicants and the approval

of his application is based upon the comparative indication of his success in college."

The Michigan High School and College Agreement certainly offers significant promise. The participating Michigan colleges agree to admit students without regard to the pattern of high school preparation provided they are recommended as capable of doing successful work in college. High schools, however, counsel those students electing, for example, engineering in a university to achieve competency in mathematics.

The Illinois proposal for the revision of college entrance requirements deserves mention. In this important proposal students would be selected for admission to general work in college on the basis of scholastic aptitude test scores, critical reading ability, writing skill, simple mathematical skills, and evidence of intellectual interests and good study habits. Also, the proposal provides that students may demonstrate competence in mathematics for engineering by standardized test scores rather than by a particular pattern of high school courses. It would seem that the Illinois proposal provides adequate safeguards against flimsy preparation for college and at the same time grants freedom to the high school to give first consideration to acceptable outcomes in

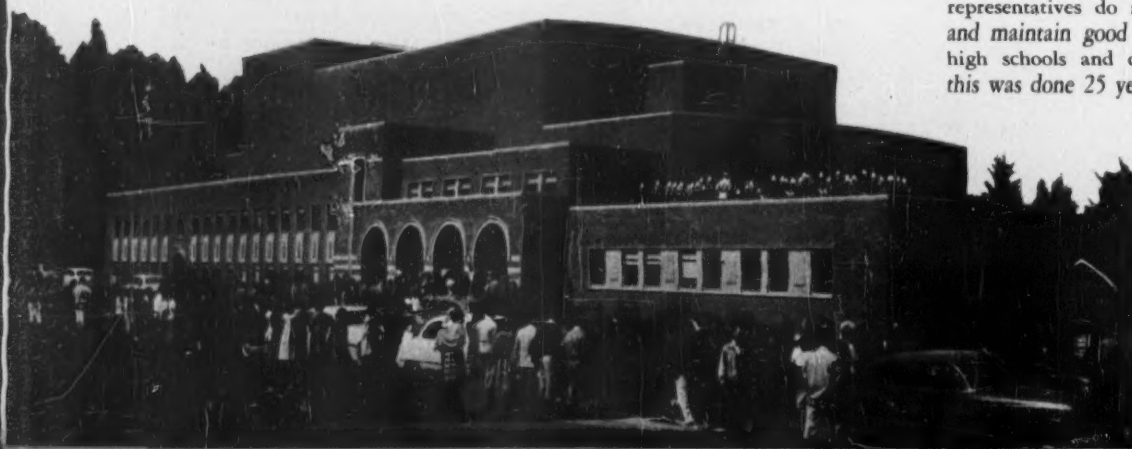
education and to experimentation in the methods of achieving them.

The logical and necessary corollary of the trend in the so-called liberalization of college entrance requirements has been the trend toward the development of better student personnel services in high schools and colleges. I should like to sketch the more important aspects of a successful transition of the student from high school to college. Some desirable steps in this transition are career days on the college campus for high school juniors, the provision of college materials and personal counsel by the high school, visitation of high school seniors and counselors by college representatives, submission of the acceptable application forms by the high school seniors to the college admissions officer, visitation of the colleges by the high school seniors during the spring or summer, and visitation of high schools from which graduates have been accepted by college representatives two or three weeks before college opens in the fall.

The next step in the transition is the orientation of new students on the campus before the return of former students for the fall quarter or semester. This period of three or four days is important; it means success or failure in college for a number of students. In order to aid new students in the early development of a sense of belonging, this orientation period must be planned carefully. It should include assemblies, tests, conferences with counselors, social events, such as mixers, and schemes for acquainting new students with the community in which the college is located, including the churches. Supper-socials one evening in the homes of college counselors have proved helpful in the orientation of new students.

To make the transition to college complete, it is recommended that high school counselors visit the college during the first year for conferences with their graduates. The inter-visitations by high school counselors and college representatives do much to establish and maintain good relations between high schools and colleges. Little of this was done 25 years ago.

Freshmen go  
to first orientation  
meeting.





M. S. Knowles

ADULT EDUCATION for a long time has had the reputation of being the stepchild of our American educational system. This is but the colorful way people have of

saying that adult education has not received treatment equal to that enjoyed by other members of the educational family. It has largely been expected to pay its own way, to take what is left over from the family table, and to accommodate itself to rooms not already spoken for by others.

This inferior status has characterized adult education in the public schools, in the universities, and even in the voluntary organizations. But the situation is changing. Adult education is coming of age. It is gaining recognition as an indispensable element in the educational system.

Several forces have helped to produce this change.

Perhaps the strongest is the growing recognition on the part of adults themselves that it is no longer possible, in a rapidly changing technological era, to learn in childhood everything we need to know to go through life successfully. The concept of education as a lifelong process has caught hold. Adults increasingly are demanding educational opportunities.

#### BIG BUSINESS

Because more and more adults are going back to school, adult education is becoming big business. Paul Essert of Columbia University estimates that enrollment in adult educational activities doubled from almost fifteen million in 1924 to about thirty million in 1950.\* A survey completed by the National Education Association in September 1952 indicates that enrollment in public school adult education programs alone increased from

\*The breakdown of Dr. Essert's 1950 estimate is as follows: Agricultural extension: 7,000,000; commercial, college and school, radio and television: 6,000,000; public school adult education programs: 3,000,000; university and college extension services: 500,000; private correspondence schools: 1,000,000; armed forces educational program: 250,000; library adult education: 1,500,000; others (museums, forums, men's and women's clubs, industry, workers' education): 10,000,000.

3,000,000 in 1946-47 to 4,744,256 in 1950-51. Considering that adult education as an organized movement is only in its 26th year, this growth is dramatic. It far exceeds the growth curves of the elementary schools, high schools, and universities during their first 25 years.

Another strong force making for an increase in the importance of adult education is the striking change in the age composition of our population. In one century we are shifting from a nation of youth to a nation of oldsters. The number of youths under 20 was more than half the entire population in 1850. In 1930 it was less than two-fifths of the population. In 1980 it will probably be a quarter. Obviously, if education is to continue to make an impact on society it must follow the population trends. It must meet the needs of all segments, especially the most populous. It must influence the wielders of power—the adults.

Robert Maynard Hutchins has pointed out that in the atomic age we do not have time to wait for the next generation to exercise intelligence in solving critical social problems. The sands of time are running out too fast.

A final force at work in the growth of the adult education movement is the recognition that unless we succeed in keeping our adult population growing in maturity there is grave danger that our entire educational system will become poisoned at its roots.

## ADULT EDUCATION

# NO LONGER A STEPCHILD

**Organized learning for adults calls for decidedly different curriculum, personnel, methodology and housing**

**MALCOLM S. KNOWLES**

Administrative Coordinator, Adult Education Association

The current lamentable attacks on our public schools are but surface symptoms of deep trouble ahead if we fail now to root out ignorance in our adult population. Adult education is, in a narrow sense, an essential instrument of public relations for the public schools. In a broader sense it is a social responsibility. It is the public school's secret weapon for ensuring *intelligent* social control of education and of all public policy.

#### SOME PREDICTIONS

In the light of these forces, what lies ahead for adult education in the public schools? I should like to venture some predictions.

I predict that within the next 25 years the enrollment of adults in organized learning activities will exceed the enrollment of children.

I predict that the public schools will gradually become community schools, with equal concern for the education of children and the continuing learning of adults.

I predict that more and more the public schools will go out into the community to serve adults in their natural groupings, rather than relying exclusively on bringing adults into the classroom.

I predict that the public school administrator will be perceived increasingly as a community organizer and will be called on to collaborate with other community agencies in coordinating community resources to meet growing adult educational needs. I be-



Soon more adults than children will go to school; the budget for adult education will exceed that for children's education.

lieve that the public schools and the libraries together will be looked upon as resource centers to serve the entire community in improving the educational quality of community life.

I predict that an especially close partnership will develop between the public schools and the universities in providing adult educational services for the adult population, with each one specializing in those services for which it is uniquely equipped.

#### **PUBLIC RESPONSIBILITY**

I predict that the education of adults will become accepted as a public responsibility, just as the education of children is now. Tax support for adult education, which now equals 1.9 per cent of the day school expenditures, will within the lifetime of most of us come at least to equal the contributions made by adult participants in the form of tuition. In my opinion the total budget for adult education will eventually exceed the total expenditures for childhood education, and approximately half of this amount will come from tax sources.

I predict that the training of teachers and administrators will increasingly emphasize adult education theory and methods, with a strong dose of community organization.

I predict that the curriculum offered by public schools in adult education will depart farther and farther from the standard academic subjects and

will become organized around real life problem areas.

I predict the development of a large professional organization of public school administrators and teachers concerned primarily with the education of adults, with the concurrent development of high professional standards.

I predict that the curriculum for childhood education will be reoriented around the concept of education as a lifelong process, so that children will emerge from high schools and colleges with the attitude that their education has just begun and with specific plans for continuing to learn.

I predict, finally, that it will become as commonly accepted, within this century, that an adult should be enrolled in an organized learning activity as it is now accepted that a child should be enrolled in an elementary or high school.

Some of these predictions are based on evidence and some are merely hunches. Perhaps the most striking evidence of the general trend and vitality of the adult education movement is the organization, one year ago last May, of the Adult Education Association of the U.S.A. and the dramatic support of it, in its first year, by all segments of the adult education movement. It is not an accident that the largest single group of members within this new organization is the public school adult education ad-

ministrators and that many of its top leaders are drawn from this field. Our second president is Paul Durrie, director of adult education for the public schools of Des Moines, Iowa.

It is interesting to speculate on some of the implications for public school administration should these predictions prove true.

Drastic changes in school architecture will be required. Buildings will be planned specifically to accommodate both children and adults. Equipment will be adjustable in height. Seminar tables will replace rows of chairs. Hobby shops will become more numerous. The general feeling of the buildings will become more informal.

The very training of the school administrator himself will be different. He will have to have some understanding of adult education philosophy and methods. He will certainly have to possess increasing skills in community organization.

Some shift in criteria for the selection and training of teachers also will take place. An increasing number of regular day school teachers will probably have to assume a part-time load of evening teaching of adults. Greater flexibility in attitude and technic will be required than is perhaps now necessary. An understanding of adult psychology and skill in discussion leadership will become prerequisites for high school teaching certificates.

The face of the school library will be lifted. Materials for adult learning—placed on the higher shelves—will be equal in volume to those for childhood learning. Audio-visual materials and equipment will take on increasing significance.

#### **"COMMUNITY CENTEREDNESS"**

Administrative philosophy and practice will move toward "community centeredness," with greater participation by citizens in planning, goal-setting, and volunteer leadership of school activities.

The implications for school financing are perhaps the most dramatic. The base of support will be vastly broadened. Adults will become more deeply involved than ever before in the schools' welfare. Tuition—for adult courses—will for the first time become an important element of school financing.

It's a happy coincidence that on the twenty-fifth anniversary of *THE NATION'S SCHOOLS* the adult education movement is reaching its maturity.





Francis G. Cornell

A COMMONLY cited bench mark for the beginning of "educational research" is the report of J. M. Rice, in 1897, on his studies of spelling. The systematic study of

educational problems may thus be considered to have a history of only about half a century.

Now "research" means different things to different people. The commonest conception is the one that considers research to be more or less an organized collection of facts. In this category, research is virtually synonymous in meaning with such terms as "collection," "compilation," "tabulation" and "documentation."

To some, research means the systematic solution of real problems—finding out how better to perform a task or accomplish some objective.

Finally, there are those who look upon research primarily as that type of systematic activity directed toward fundamental truths, basic generalizations, or an understanding of the complex phenomena of some aspect of a physical, biological or social universe. Among researches in education of this type, we may note, for instance, that dealing with child development, theories of learning, curriculum theory, theory and principles of school finance, and the like.

Few of us would consider a piece of work to be research unless it possessed certain qualities of dependability. There must be an expertness about the work in which we may have confidence. The research must be reliable, the work must be systematic, precise, verifiable or, we might simply say, "scientific."

#### VIEW OF THE HALF CENTURY

No matter how we define it, or how we measure it, the development of educational research in the last half century has been phenomenal. No unusual skill would be required to discern the impact of research, for instance, on textbooks, on school building design, on state school finance systems, on the instructional content in teacher training institutions.

It took more than 1500 pages to report a digest of this development up to 1950 in the "Encyclopedia of Edu-

*Emphasis is shifting to*

## HUMAN ASPECTS

*of administration and organization*

#### FRANCIS G. CORNELL

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cational Research." There exists a vast body of knowledge on such subjects as the measurement of achievement, public relations, salary schedules, accreditation, the teaching of various subjects, pupil transportation, teacher retirement systems, speech pathology, the county unit, supervised study, the apportionment of state school funds, extracurricular activities, school marks and promotion practices, the orthopedically handicapped, and juvenile delinquency.

Yet with all of this splendid progress there may be expressed some rather substantial dissatisfaction with the status of educational research. Most of the researches accumulating in our libraries and bookshelves are written by the inexperienced—the neophyte fulfilling requirements for the master's or doctor's degree—or by the professor of education who must occasionally publish something to demonstrate to the university administration (or to his professional colleagues) that he is not losing the scholarly touch. It has been asserted that of the thousands of pages of research reports only a small percentage may be classed as genuinely contributing new knowledge about persons who are to be educated, the educative process, or how to get the job done. Our educational research has been viewed as lacking impact, as being repetitive, fragmentary and discontinuous, and as not dealing with crucial issues.<sup>1</sup>

However, there is every reason to take an optimistic view of the prospects for the future. First of all, we find ourselves in a dynamic period in the history of American education and civilization. Even if master minds within the profession do not reform or otherwise change education, the impact of a fluid and unpredictable political economy, of technology and of the cultural base—the societal milieu supporting education—is bound to affect the education system. It is an era of rapid movement. Were it a period of static developments in our society, opportunity for progress might not be so readily expected. Then, of course, though financial support for education continues to lag in an inflationary economy, funds nevertheless are being made available for education in greater amounts, able persons are finding their way into the profession, and our teachers and administrators are much better trained than they were a generation ago.

This is all conducive to a bright outlook for the future of educational research. At this moment there are evidences that this relatively young field among the sciences is becoming ready, if not for a period of settling down to maturity, at least for some form of pre-adult pubescence.

<sup>1</sup>See, for instance, Stoddard, George D.: Educational Research Lacks Impact; It Avoids Controversies and Human Values, *The Nation's Schools* 49:44 (May) 1952.

There appear to be developments in each of three aspects: (1) the orientation, (2) the instrumentation, and (3) the organization of educational research.

#### REORIENTATION OF RESEARCH

By far the most needed and most important development in educational research is the change taking place in its orientation. It is the orientation of research which determines the questions which the researcher is attempting to answer. In one respect, research of concern to the administrator has already begun to shift from the technological to the human aspects of administration and organization. This movement is not at all strange. It is deeply rooted in the humanitarian, socially oriented doctrine characteristic of American views on educational administration.

The shift in emphasis parallels the shift that has taken place in industry. The first research in the management area was of the "efficiency expert" type. It concentrated upon organization of things and acts of people dealing only with certain of the physiological aspects of the human being involved in the process. The general field of management is coming to be viewed

in broad social terms. Technical operations of administration—problems of school housing, legal structure problems, management of plant maintenance or aspects of purchasing, of financing, of scheduling, and of procuring—are beginning to be regarded in a broader context of values. This magnifies many times the complexities of questions that should be answered by research.

When we view management from the standpoint of human behavior we begin to deal with constellations, not simple magnitudes. We begin to view with skepticism administrative slogans based upon categorical thinking or fragmentary research dealing with a single variable. We come to distrust as somehow incomplete the resulting conceptual guides to action—panaceas—such as:

"A good school must have 'pupil freedom.'"

"The road to knowledge is the study of the great literature of the past."

"Education, to be effective, must be a social process for effective living in a democratic society."

"Boards of education must deal with broad policy and not tamper with the details of administration, which should be delegated to the executive."

"Efficiency is achieved by specialization."

"The state should delegate its legal responsibility for schools to local school administrative units."

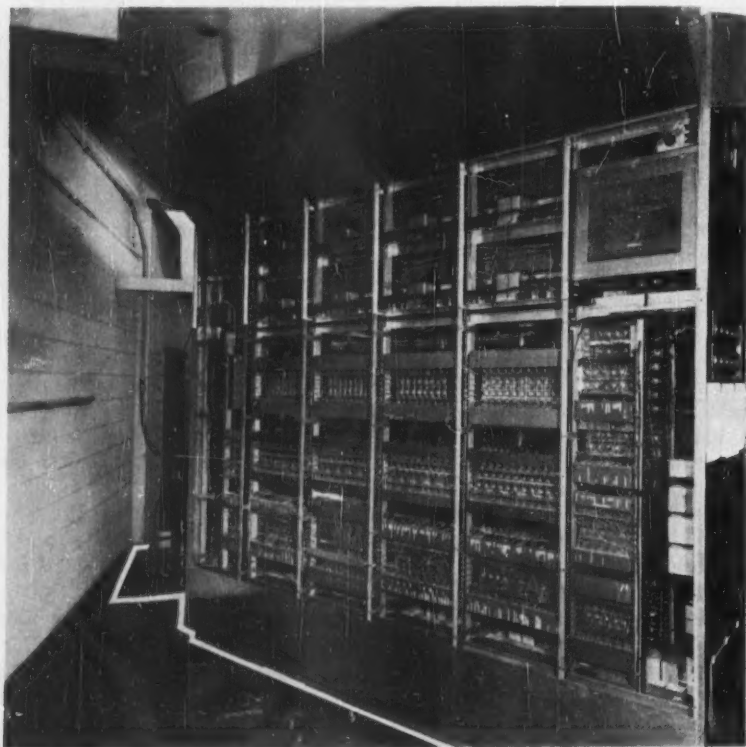
Now, there is no reason to believe that in the next few decades there is to be an integration of the theory or philosophies of education and educational administration. Nevertheless, researchers are rapidly reaching the point of diminishing utility on studies that do not stem from a theoretical framework broad enough to put meaning into the isolated bits of fact that we assemble. This is coming about for two reasons: First is our insistence that values of democracy be taken into consideration when we deal with phenomena concerning our school systems. As strange as it may seem, the second is the *practical* necessity for good enough *theory*—points of view—so that research based upon it makes sense and is useful. One difficulty has been that the theoretical and the practical have been viewed in opposition. More and more we are coming to realize that practice can be no sounder, no more defensible, than the research which guides it and that the research is meaningful only in the conceptual frame of reference which determines how we view the whole bundle of actions.

Theoreticians and operators will always misunderstand each other, but school administration appears to be groping for a theory. The field of school administration is now primarily an aggregation of values, rules of thumb, modalities of behavior, bits of fact, and aspiration. We have probably reached a stage in administration similar to that reached during the first part of the century in the psychology of learning. In that field we went through a period of massing of specific fact on isolated aspects of learning based on inadequate theory or no theory at all. Then came integrative theories of learning, not just one but several.

#### ACTION RESEARCH STRESSED

One of the clues indicating that this is occurring in the field of administration, and in education in general, is the increasing interest in "action research." In my view this term is something of a slogan. It has different meanings. The term has at least these three interpretations:

1. Research that has as its objective the producing of an effect (action) or



With a fantastic tool like this high-speed electronic computer, a researcher can analyze great masses of data in a matter of minutes.

change in behavior of people, such as board members, teachers, citizens and other groups in a community where the school system is in some need of reform.

2. Research undertaken by those who are directly affected by the consequences of decisions which might be made on the basis of such research. For instance, a survey of a school system not by professional experts but by committees of citizens and teachers or a study of motivation in reading in the third grade conducted by the third-grade teachers in a school system.

3. Any research that deals with the realities of the total situation as it actually exists in a community, in a classroom, or in a school system.

Any of these three approaches is an inviting idea to the many persons who sense the futility of bridging the gap between research undertaken without useful orientation in a context of reality and the exigencies of action in a real situation.

Research of interest to the administrator is thus becoming less "doctrine bound" by a reorientation: a perspective helpful in the struggle for practical and applicable knowledge, a scheme that is consistent with our systems of values, or a system that will take into account *all of the elements of the situation*. This means more and more research aimed at a *theory* that will enable us better to explain and understand administration and organization of public education in an American community—what it's all for and how it gets that way.

#### RESEARCH TOOLS

Not the least important among the tools a researcher brings to his task is his theory. What we have said, therefore, regarding the expected reorientation of research is going to be important in determining what research is done and how it is done. The researcher will measure, he will count, he will evaluate different things in a different way in a different context because of the more meaningful general plan or "systems of meaning" that he is helping to define.

In addition, there are many fascinating technological developments already influencing the "instrumentation for educational research." We are now as accustomed to the electronic test-scoring machine as we are accustomed to the atomic bomb, the guided missile, or the jet airplane. However, the electronic test-scoring machine is a Model

T compared to the high speed electronic computers designed primarily for research in the physical sciences. These new scientific wonders, fantastic as it may seem, are now being used in educational and psychological research. In the past one of the limitations of methods of finding the interrelationship of many different kinds of measures on a group of subjects was the volume of computational work that accumulated as more and more variables were added to the matrix. Factor analysis problems involving masses of data may now be solved in minutes—problems that a few years ago would have required a prohibitive volume of manual computation. This is but one of many ways in which mechanical aids to research may be used.

#### ANSWERING THE CRITICS

There are those who criticize the last century of educational research on the grounds that its emphasis has been upon testing and measurement. Researchers continued to improve intelligence tests and achievement tests when the field was demanding other measures. The result, however, has been a substantial gain not only in the dependability of measuring instruments available but also in the variety of aspects of human behavior on which measurements may be made. The reorientation of research is forcing us into the development of tools which will get at personality variables, which will measure emotion, attitude and opinion, and which will better predict what people will do and how they will do it.

More and more, measuring for the sake of measuring is giving way to measuring to solve educational problems. In the long run we must view the measurements movement as a gain. We may expect measurement-trained researchers to come up with instruments more reliable and more valid in terms of our reoriented frames of reference. The "testing" movement will not end. It will simply become absorbed in a greater effort to make sense out of our research.

In other respects mathematics seems ready to contribute to a renaissance in educational research. Statistical methods developed only within the last 25 years are now permitting much more efficient sample design and much better experiments. Only recently have these techniques found their way into our educational statistics courses in teacher training institutions.

The most fantastic development, however, is the experimentation with new, abstruse and highly mathematical systems that bear little relationship to the normal-curve-correlation-coefficient models to which we are accustomed. It is predicted that interesting experimental work is to be on record in the next few years in the use of new mathematical models for research in learning, decision making, and organization.

Topics in research literature now include reference to: "nonparametric methods," "theory of decision functions," "theory of games in economic behavior," and "information theory."<sup>2</sup> These and others like them are methods which have been developed in the solution of problems outside of education but which now are being applied to educational problems. In a few universities in the country, mathematicians are working with educators in designing new models for the solution of educational problems. Why not? In as complex a field as education, why should we sit back waiting for the engineer, the physicist, or the economist to come up with something that we may modify and adopt? If our research is to be taken seriously, and the thesis here is that it will, we shall have to originate ideas as well as borrow them.

#### SPEEDING UP STATISTICS

In the more mundane tasks of preparing educational records and reports there is no reason to believe that we cannot use the tools which are now available so that we may have more efficient and more up-to-date statistics in education. In government circles educational statistics are still considered among the poorest. There is no reason why nationwide statistics, for example, on enrollments and expenditures in elementary and secondary schools and in higher educational institutions should take three years to assemble, while more important (sic!) information dealing with agricultural production, raw materials, the cost of living, employment, bank deposits, or retail trade is relatively accurate and current.

Some novel discovery is bound to jell in our system of financial accounting. For many years individuals and groups have voiced dissatisfaction with the classification system: general con-

<sup>2</sup>See Bloomers, Paul, chairman: *Methods of Research and Appraisal in Education, Review of Educational Research* 21:323 (December) 1951.



trol, instruction, operation, maintenance, auxiliary agencies, fixed charges, debt service and capital outlay. One of these days somebody will come up with a scheme which will permit a much more useful basis for analyzing school expenditures.

There is pressure from several sources that soon will penetrate the barriers on this subject. But our chief difficulty here is lack of resources, a question both of organization and of support.

#### ORGANIZATION AND SUPPORT

Some of the potential for educational research has been held in reserve simply because our educational institutions have lacked the resources or there has not been the organization to implement the right kind of attack. In view of the level of our national income, even with the heavy charge against it for the defense effort, there is a much broader financial base than we have ever enjoyed at any previous time. Short of catastrophe, there will continue to be an increasingly broader base from which to draw revenues in support of all education, including educational research.<sup>3</sup> It, of course, takes time for our complicated tax system to adjust to changes in the economy. Furthermore, the economic situation is conducive to financial support through private sources, as well as through public sources. Excellent examples of this are the vast programs of the Ford and Kellogg foundations.

In general, vast sums are being marked for research through new channels. It is not generally known, for instance, that the federal government was spending \$166,000,000 on research in general before World War II. After the war, but before Korea, funds for research and development in the federal budget exceeded \$1,500,000,000.

Most of this has to do with research and development of no direct concern to the schoolman—atomic energy, military matériel, and so forth. However, as one example, a comprehensive program of research, most of which is classifiable as educational research, is being undertaken through the Human Resources Research Center of the Air Training Command of the United States Air Force. Through contracts with this organization and similar

organizations in the other military branches, many universities are engaged in contract research dealing with the large-scale selection, classification, assignment and training programs connected with the national defense. Resources, trained personnel, and specific research from such activities are bound to feed back directly into the research requirements of our nondefense public educational programs.

We are learning about organization for educational research on a bigger scale. There is no longer a necessity for research provincialism. The student or the professor has more and more opportunity to link his efforts to a larger program. Then, too, because of our reorientation in research on educational administration and organization, we are not becoming, *we are*, interdisciplinary. Either in cooperation with us, or quite independently, biologists, psychologists, physicists, engineers, mathematicians, sociologists and others in a long list are working on educational problems. One of our difficulties has been, and will continue to be in more dramatic form, the coordination of research evolved from so many avenues of attack.

The researcher may find some difficulty in relating himself to his fellow educational researchers and to the research of the various disciplines. In some respects this organizational problem has been simplified; in other respects it has become complicated. In the administration field, for instance, the recent organization of the National Conference of Professors of Educational Administration has provided a communication channel for this particular group that is conducive to a cooperative integration of research efforts on a regional and on a national basis. At the same time we have greatly increased the number of focuses of interest through professional organizations.

#### A COORDINATING JOB AHEAD

If we could concentrate in some way, or if we could more effectively coordinate, let us say, the American Educational Research Association, the American Association of School Administrators, the National Society for the Study of Education, the Association for Supervision and Curriculum Development, the National Association of Secondary-School Principals, branches of the American Association for the Advancement of Science, the American Psychological Association, Phi Delta

Kappa, and others, resources could be husbanded in a way that would produce more effective research results. In other words, with growth of the profession and growth in interests in research, there has been a dispersal of sources of influence.

The organization for research is undergoing change in one final respect—the breadth of participation. The combination of the pressure (like the action research pressure) to get researches on the firing line, plus the accumulation of competent personnel through our training institutions, means that more people will be engaged in research.

A World War I development was toward the research expert, a research department in every school system and every state department of education, a research bureau in a college of education. This trend is being reversed. We will find research as a method of action becoming widespread rather than a specialty of one department or one branch.

#### A FEW PREDICTIONS

The most certain prediction to be made is the continued increase in the accumulation of research-like literature in education. The sheer magnitude of it all should produce some major contributions. Anything of great importance in the administration field is most certainly to be oriented toward a theory which adequately treats the relationship of human beings to one another. In this respect the research will be more applicable to the realities of the administrative situation.

Phenomenal advances may be expected in the sharpening of research tools and in research on the technical aspects of administration. Research will more and more come to be a part of the "way of behavior" of many persons rather than the occupation of the few. Finally, an expanding economy should support costlier, more comprehensive, and bolder research designs. The research landmarks of the next quarter of a century will be interdisciplinary.

Though there are clear signs supporting this outlook, there is no revolutionary discovery about to be announced that would make much difference to School System X or School System Y. Research may be a dynamic element in school development, but there are many other factors that seem to keep our school systems in a fairly stable state of moving equilibrium.

<sup>3</sup>National Education Association, Committee on Tax Education and School Finance: *The Economic Outlook for Public Education*, Washington, D.C., 1952.

SCHOOLS, like other social institutions, are not immutable. Change is inevitable—change designed to keep schools abreast of the society they serve. Frequently, existing constitutional enactments and statutory provisions stand as "road blocks" to progress because the public school structure is built upon a foundation of law.

From time to time that foundation must be examined to see if it will support needed changes in the structure. Sometimes it must be repaired; sometimes it must be completely overhauled; sometimes it must be enlarged or added to. This article explores all three of these programs for the next quarter century.

### CONSTITUTIONAL CHANGES

As the framework of state government, the constitution should be a statement of permanent, fundamental, organic principles defining the breadth or scope of the powers of the state. It should not be a statement of specific laws that tend to control in detail the organization and conduct of institutions and people.

In the beginning, many state constitutions were fairly simple documents, leaving great discretion over education to the legislatures. In the course of time they began to increase in detail until they frequently became, in reality, detailed codes of laws. This trend has made for rigidity in the educational structure. It has put the public school system in many states in a legal strait jacket from which it has been difficult to escape. The result is that, in many respects, we are today saddled with educational machinery that is outmoded.

Examples are numerous. About one-third of the state constitutions provide for the election of chief state school officers by the people, although it is pretty well agreed that the best method is for the state board of education to appoint such officers. Likewise, several constitutions—in Ohio, Pennsylvania and Virginia—still provide for appointment of these officers by the governor. In at least four states—Arizona, Indiana, Michigan and Nevada—the constitution provides, or did until recently, that chief state school officers shall be elected for a two-year term, although it is generally conceded that a term of two years is entirely too short. (Many authorities today advocate indefinite tenure for

## LEGAL STRUCTURE *for schools*

### *needs repairs and additions*

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such officials.) In some states the salaries of these officials are fixed by the constitution. It frequently happens that good men cannot be attracted or retained by a static salary.

Some state constitutions set such low limits on the amount of property taxes that can be collected that it is virtually impossible to support the kind of schools needed today. Others handicap school building by unreasonable limits on indebtedness.

In all such cases the only remedy is to amend the constitution. While the method of accomplishing this differs among states, it is never easy. For example, in Pennsylvania a suggested amendment must first be approved by two consecutive sessions of the legislature and then by the people at a popular election.

### STATUTORY CHANGES

In some cases changes in statutes cannot be made until constitutional amendments have been made. In other states statutory changes can readily be made within the framework of the existing constitution. Changes are most urgently needed in those laws concerned with the financing of education, the organization of school districts, and teacher personnel.

**Financing Public Education.** Many school districts find it virtually impossible to raise sufficient funds to provide reasonably decent housing and reasonably adequate teaching facilities because of antiquated tax laws. Education is one of the responsibilities of the state, yet in all too many cases the responsibility for financing it has been, by law, placed upon the local district almost exclusively.

Laws must be passed not only to increase the state's contribution to the

total education bill but also to broaden the tax base—to tap additional sources of revenue. Property still bears too heavy a load. In many states the property tax remains the main source of revenue for school districts. More than half of our states get more than 50 per cent of their school revenues from this tax. One state, Nebraska, gets virtually all of its revenue from the general property tax, and at least seven others—Connecticut, Illinois, Iowa, Massachusetts, New Jersey, Rhode Island, and Wisconsin—get more than 75 per cent of their total revenues from this source.

As authority has become more centralized and as the nation and the states have expanded their services, education has found it more and more difficult to obtain its fair share of the tax dollar. Any legislation dealing with school finance must be planned in light of the entire tax structure of the nation. In other words, a study of the whole tax problem is essential as a basis for determining needed legislation in the field of school finance.

### FEDERAL AID

One proposal for alleviating public school financial problems is federal aid. Any legislation for federal aid must contain two essential safeguards: some guarantee that control over public education will remain in the states and a guarantee that public funds will be used for the support of public schools solely. Any law that does not so guarantee could well be the first step in a march toward federal control and toward support of private schools by government subsidy, either of which would be disastrous to the cause of public education. Recently there has been a demand for the pas-

sage of well thought-out federal legislation that would, at least, provide aid for public school buildings and that would continue and improve the nature of federal aid for areas whose population is mushrooming because of rapid industrial expansion.

In many states the borrowing power of school districts is fixed by law. In all too many cases the legal limit is placed so low as to offer only little relief to needy districts. In Kentucky and in Indiana, for example, the legal limit of bonded indebtedness was, until recently at least, 2 per cent of the assessed valuation of the district. At the other extreme Nebraska had a 40 per cent legal limit and Minnesota, in some districts, a 50 per cent limit.

To increase the borrowing power of school districts, two types of action appear to be possible. First, the law might be changed to increase the bonding limit. For example, Missouri recently voted on a proposition to amend its constitution so that the borrowing power of school districts would be increased to 10 per cent of the assessed valuation. Second, a law may be passed creating a building authority. This has been done in Pennsylvania, Indiana, Kentucky and Georgia—and probably in some other states as well. The law creating the authority generally provides that it may issue bonds which are not to be considered as an indebtedness of the state and with the proceeds build buildings and lease them to school districts. The yearly rental must be sufficient to cover the amortization of the bonds plus the interest, together with necessary maintenance and insurance costs.

#### SAFEGUARDS NECESSARY

It must be remembered, however, that debt limitation laws were passed for the purpose of safeguarding taxpayers. If improperly used, a building authority might create financial problems as great as (if not greater than) those it is designed to cure. Therefore, the law creating the authority must set up necessary safeguards so that the credit of the district is not further impaired and the burden on the taxpayer is not excessive.

There also is a need today for revising school building codes. Many states have incorporated building codes into their laws. The ideal code is one that is, while regulatory, more or less advisory in character but not restrictive. Too often codes specify, in minute detail, standards for school

buildings, some of which are impossible of attainment under certain conditions.

**School District Organization.** New problems demand solutions not provided in earlier laws. Today, as we attempt to apply the principle of equalization of opportunity to problems of school administration, the larger school district is a *must*. Where the "road block" is a law that provides for districts so small as to make a reasonable degree of equality between districts virtually impossible, there is no path around it. The law must be changed and districts of appropriate size substituted. In Illinois this problem has recently been attacked on a statewide basis with the result that today there are only about half as many districts as there were 10 years ago.

This problem of reorganizing school districts is closely tied in with, and is in reality an aspect of, the problem of adequate school financing. Before laws covering either are passed, the two should be studied together. If the local district is to remain responsible for providing some of its needed revenue, the size of the district is of primary importance. Equalization can be approached only as districts are sufficiently increased in size as to iron out the effects of those variations resulting from purely local conditions. Needless to say, the convenience and requirements of administration also become factors in determining the approximate size of local school districts. Keeping in mind these factors, it may be said that the larger the district the greater the chances of reducing inequalities between districts.

In Pennsylvania, where the problem of school district reorganization is acute—and has been for some time—an approach to the problem has been made by providing, by law, for payment to each district, by the state, the sum of \$200 for each school permanently closed through replacement. Likewise, to encourage district reorganization, the law provides for the creation of joint districts. The joint district is governed by the combined boards of all districts joined, and on each matter before the board for consideration each district votes as a unit. In most cases jointures have been formed for the purpose of maintaining a high school, and each district in the jointure maintains its own elementary school, although some joint districts maintain both elementary and secondary schools. Intended as a first step toward consoli-

dation, the joint district has not been too popular, largely because it is so cumbersome in operation.

**Teaching Personnel.** Teachers must be offered some degree of security. This problem, it was hoped, was solved with the passage of so-called teacher tenure laws. Today, however, it appears that the laws that were to solve the problem created another problem.

The result of tenure laws has been to increase the tenure of teachers at the price of virtually assuring jobs for incompetent and inefficient teachers. All laws make provisions for removing such teachers. Practically, however, many administrators and school boards have come to the conclusion that the work and effort required to remove them is too great a price to pay. The process itself is time consuming, and those who have gone through the experience once are loath to attempt it again. Then, too, boards and administrators complain that, at court hearings, they appear to be the ones on trial. This, to them, is exceedingly distasteful, and rightly so.

#### DISASTROUS RESULTS

The result is that many boards are following the line of least resistance, for which they can hardly be blamed. They are permitting inefficient teachers, whom they could drop if they were willing to pay the price, to continue in their positions. The result, when judged by the effects upon pupils, is disastrous. There appears to be but one solution to the problem and that is to work for a revision of the law, a revision that will guarantee tenure to the deserving but at the same time will make it possible to remove the inefficient teacher in a reasonable manner. I have failed to find any proposed solutions for this problem that appear to be adequate. If no solution is found reasonably soon, teachers may expect the privileges or rights gained as a result of tenure legislation to "go by the board." Already the pressure is building up. Soon it may become organized.

Tenure is not the only legal problem affecting teachers. Retirement legislation is also critical. Laws have permitted the organization of many local teacher retirement systems, some of which are in precarious financial condition. Where such is the case, legislation should be enacted to incorporate these into a single state retirement system in such manner as not to impose such a heavy load upon



the state system as to jeopardize the rights of members and at the same time not to jeopardize the rights of those who belong to the local systems—particularly the rights of those now on pension. Then, too, many teachers who retired several years ago on annuities that were somewhere nearly adequate at the time find themselves in dire straits today. The Illinois legislature, recognizing this problem, passed an act amending the teacher retirement law so that some 2000 retired teachers, after paying \$300 each into the fund, were able to receive substantially larger retirement allowances. In a recent court decision (102 N.E. (2d) 321, 410 Ill. 435) the supreme court of Illinois held the law was constitutional.

In the light of the present shortage of teachers it is becoming increasingly clear that there is neither rhyme nor reason to a law that makes retirement compulsory at the age of 60 or 65. Instead, compulsory retirement should be based upon the physical and mental condition of the employee rather than upon his age.

Another problem concerns the rights of survivorship in case a member of a retirement system dies before he retires. In many systems his dependents then get only what he paid into the system—sometimes with interest and sometimes without.

No teacher should feel resentful if asked to take an oath required of all state employees. Nevertheless, teachers do feel resentful when singled out as a special group and asked to take special oaths. While the courts have held teachers' loyalty oath laws constitutional, legislatures should recognize teachers as state employees and accord them the same treatment as that given all other such employees.

#### NEW LEGISLATION

There are numerous other educational problems which, as yet, have scarcely received recognition in terms of legislative enactments. To a great extent, the need for these laws grows out of changing conditions.

**Pupil Transportation.** More laws dealing with pupil transportation are needed. Every state should have a general law specifying minimum safety requirements to be met by all school buses, whether publicly or privately owned and operated. It should set minimum standards to be met by both equipment and drivers. Likewise, a law is needed to clarify the question of liability and to permit or require

school boards to spend public funds to purchase insurance to cover injuries received by pupils and members of the public in school bus accidents.

**School District Liability.** The whole problem of school district liability for injuries resulting from the negligence of school officers and employees needs careful study. In the absence of a law clothing them with liability, school districts have no liability for injuries resulting from the negligence of employees and officers. Only a few states have such laws. There is need today for a law requiring districts to assume the cost of defending a teacher against whom a suit is brought and of paying any damages assessed against her. A New Jersey law protects teachers from financial loss arising from claims or judgments based on alleged negligence or other acts resulting in bodily injury to pupils either on or off school property as long as the teacher was acting in the discharge of her duty.

**Legal Status of Superintendent.** Now that school administration is recognized as a profession, every state needs a law that clarifies the status of such officials. Particularly is there a need for a law that definitely makes the superintendent the chief administrative officer of the board and identifies all positions in the school system as subordinate to that of the superintendent. Where the law now provides for or permits a dual or multiple type of organization, it should be amended so as to provide for a unit type. In addition, it should "spell out" in general terms (not in detail) the responsibilities of both the board and the superintendent. Few states have seen fit to pass such laws, although their passage could make for more efficient educational administration.

**Intrastate Tenure Rights.** Other laws are needed to safeguard the rights of a teacher who desires to change his position in order to improve his financial status. In many states tenure laws require that a teacher changing positions in the same state must revert to probationary status. The Pennsylvania law enables a teacher to carry his tenure status with him to any new position within the state.

**Reciprocity.** Again, it is time for state legislatures to set up some type of reciprocity between states with reference to teachers' licenses. In many cases differences between the license requirements of two states may be only slight but still may be of sufficient

magnitude to discourage or prohibit the free movement of teachers between the states.

Some type of reciprocity might be developed also in the field of teacher retirement laws. A teacher with several years' credit toward retirement in one state is loath to leave that state and accept employment in another, not only because he may lose credit for years of service but because he must withdraw from the retirement system of the state in which he is teaching and thus lose the school district's or the state's contribution.

Three solutions appear—there may be others. One is to place teachers under the federal social security system. (The disadvantage of this is that benefits would be considerably smaller than is the case in many teacher retirement systems.) Another would be the development of a cooperative arrangement between the states whereby they would all become associated in a single retirement system. The third would be the passage of state laws providing that teachers changing positions might transfer to another state retirement system their contributions as well as those of the district and/or the state. (The disadvantage of the second and third solutions is that they would require cooperation between the states—something that is frequently hard to obtain. Each state would have to pass legislation permitting the transfer of teachers out of its system into the systems of other states.)

#### IMPLICATIONS

The superintendent not only can but must take the following steps if he is to fulfill his function of leadership:

1. He must be a student of school law.
2. He must study, analyze and seek solutions for the problems facing education in his community.
3. He must work with other administrators, through his professional organization, in studying educational problems on the state level.
4. He must, as a result of such study, determine what new laws need to be passed and what laws already on the statutes need to be revised or repealed.
5. He must direct the attention of his teachers, his board, and the public to these needed changes.
6. He must assume leadership in organizing his community so that it will make its influence felt in the support of needed changes.

# LET'S CLOSE THE GAP

*between knowledge and practice*

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TWENTY-FIVE years ago the urgent need in American education was for better schools. Today the crying need still is for better schools. Does this mean that we have made no progress? Definitely not. On the whole, schools are better than they were in 1928. But have they kept pace with the demands of the growing complexities of economic, political and social life? As in 1928, it is clear that schools today range from very poor to excellent. There also is abundant evidence that we still talk better schools than we have. In other words, we as a profession are not running as good schools as we know how, and it seems that the gap between what we profess to know and what we do is too great.

It is not the purpose of this article to analyze the reasons for the lag between know-how and actual practice but to present one positive item in the program of achieving better education that may help to diminish the gap.

It has seemed to me as an observer of school systems in many parts of the country that one of the commonest weaknesses is the lack of a functional, basic organization designed to aid in the production of better results in the classroom. Too often, the school board and its superintendent have been content with the operation of the school system with as few squeaks as possible, much as an engineer runs a locomotive. But when a superintendent begins his tenure at the head of a school system, the schools should begin to improve. That requires more than the "oil can" treatment. Among the many positive



H. W. Anderson

acts of the superintendent, the board, and the staff, one of the most important is the development of a functional organization.

We cannot overemphasize the need for directing all energies within a school system toward better learning programs. The classroom activities conducted by the teacher not only are the sole reasons for the existence of schools but also are among the most complicated of all psychological and social processes. The classroom activity is too important and too complex to be left wholly to classroom teacher and principal.

## KNOWLEDGE APPLIED

Progress toward better education can be made only in terms of knowledge applied to the solution of the problems of teaching and learning.

Therefore the local community must provide the organization and the personnel for a continuously improving program of teaching and learning. But such an organization must fit local conditions. Larger communities should be virtually self-sufficient in this respect. Small communities with limited means and inadequate leadership should either join together to finance the services or be supplied with them through county or state agencies. The basic needs for helping the teacher are the same in small as in large towns.

Probably this article will serve best by describing an actual organization, how it was designed, and how it works.

In the spring of 1944 a planning committee was formed to study the needs of the public schools of Newton, Mass., a city of about 80,000 population. The committee consisted of at least one representative from each school. In the membership were principals, supervisors and teachers. The

superintendent was not a member; he attended meetings only when invited. The committee was therefore delegated the total responsibility for its deliberations and the consequent outcomes.

Reports submitted to the superintendent suggested strongly the need for supplementary assistance to teachers in the solution of their classroom problems along four definite lines, namely, curricular development and teaching materials, guidance and pupil adjustment, recruitment of qualified teachers, and business services.

These reports formed the basis for the design of a functional organization that was approved by the board of education. The accompanying diagram of the organization shows graphically that the heart of the school system is "the schools, the teachers, the pupils and the program of education" and that everything and everybody else are their servants.

The four major services are: instructional, counseling, personnel and business. Each of these divisions is headed by a director, trained for the specific types of services provided by his organization and assisted by personnel chosen because of special qualifications.

**Instructional Services.** In this division are provided consultants who are qualified to help teachers in the regular and special school subjects of music, art, physical, health and audio-visual education. These people give their services when invited by a teacher or a principal to assist in specific problems. The help given to principals in the process of inducing new and inexperienced teachers into the Newton environment and philosophy of cooperative efforts has been most effective. A spirit of cooperation has replaced the spirit of suspicion and antagonism which often prevailed under the older form of supervision.

Another important aspect of this division is the continuous study of the curriculum from the kindergarten through the junior college. Much of this work is carried on by standing committees of classroom teachers; consultants and principals are called in as advisers. Revised and improved curriculums, better and more teaching materials, and more effective learning environments and processes have been important outcomes. Perhaps the most important of all the results of the work of this division is the growth of the classroom teacher.

**Counseling Services.** This division functions in all problems involving

the adjustments necessary to a pupil's sound learning progress. This is the division that attempts to eliminate all deterrents to learning, whatever the origin. Psychological, health and social services are therefore necessary to effective work in the important area of proper adjustment of pupils in the school and its program.

Good work in this division leads to significant revisions and adjustments of the courses of study. Here, too, as in the instructional services, the aim is to contribute to the growth, the understanding, and the general effectiveness of the classroom teacher and the principal, so that the individual school tends to become more and more self-sufficient in the solution of the commoner problems of maladjustment.

**Personnel Services.** This division functions in the administrative fields of recruitment, personnel records, and general statistics. Recruitment of new teachers is also a cooperative process. Principals, consultants and, occasionally, teachers are members of committees

that interview and visit prospective candidates for teaching positions. Whenever a vacancy occurs in a school, the principal is delegated the important task of selecting from the established eligible list the candidate most suitable for his school. This is on the sound theory that he knows best the needs of his school and the sort of teacher best qualified to fill the existing need. The superintendent, after discussion with the director of the division and the principal, accepts the choice of the principal and makes the recommendation to the board.

**Business Services.** In this division are the services of the budget, purchasing, storage and distribution of supplies, school building maintenance and operation, pay rolls, and accounting. The philosophy on which this department operates is just as definitely service to the classroom instructional program as it is in any other division.

The principles underlying the organization of the schools to effect a continuous improvement of the teaching

and learning program as summarized in the Newton functional organization chart can be applied to school systems of any size. The differences would come mainly in the manner in which the application of these principles is made. The number and type of persons employed in each functional division and even the names and allocations of the functions would undoubtedly be quite different, even if the ends are the same. In small communities the superintendent himself would of necessity take over personally much of the work in such services as recruitment and financing and even some of the direction of the study of the curriculum. He may find it possible to employ a man or woman who is qualified to give guidance to the school system in both the psychological and curricular areas. Or, he may possibly select a principal who is a well trained student in psychology and can serve as the system's consultant in this area, still retaining his principalship.

The main idea is that a school system is not a hierarchy but a cooperative enterprise in which each is an expert in his field. The first-grade teacher should be an expert with this age group, but not a "know-it-all." The elementary principal should be the best informed individual with regard to the needs of the boys and girls and of the teachers in his building. Furthermore, he should be the key that opens up the whole community to an understanding and appreciation of the schools and the work they are attempting to do. But, in addition, there is real need for expert services in the fields of curriculum, psychology, business, school plant, and the like.

#### FAITHFUL SERVANT

The good superintendent is the faithful servant of the schools, the teachers, the pupils, and the program of education; more than that, he is the architect of both the functional organization and the atmosphere of cooperation and respect in which the school system forges ahead. With sound organization aimed at helping teachers to solve the complicated problems of curriculum, teaching and learning, it is barely possible that the gap between knowledge and practice may be narrowed during the next 25 years.

The educational press, of which *The NATION'S SCHOOLS* has been a significant part during the last quarter of a century, should play an important rôle in bringing the two closer together.

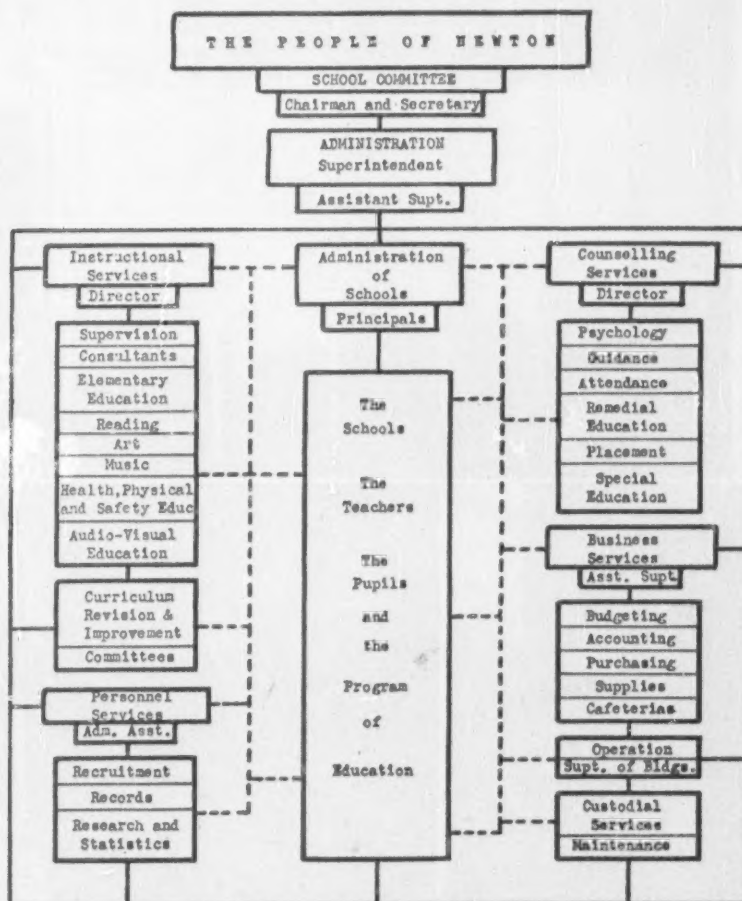
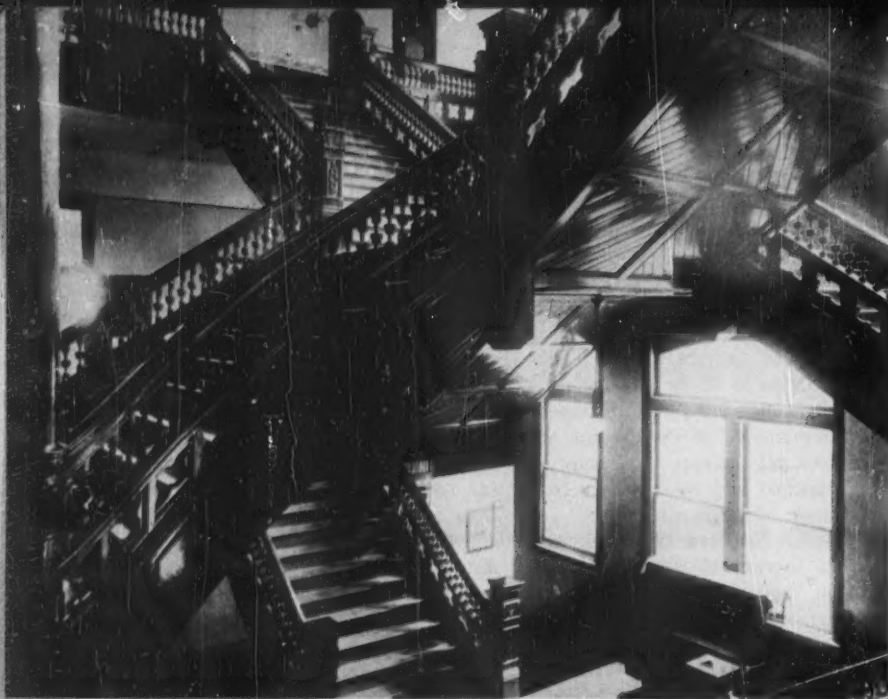


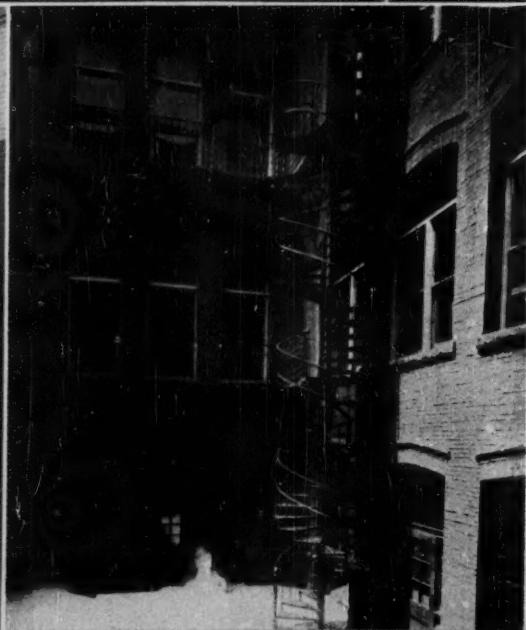
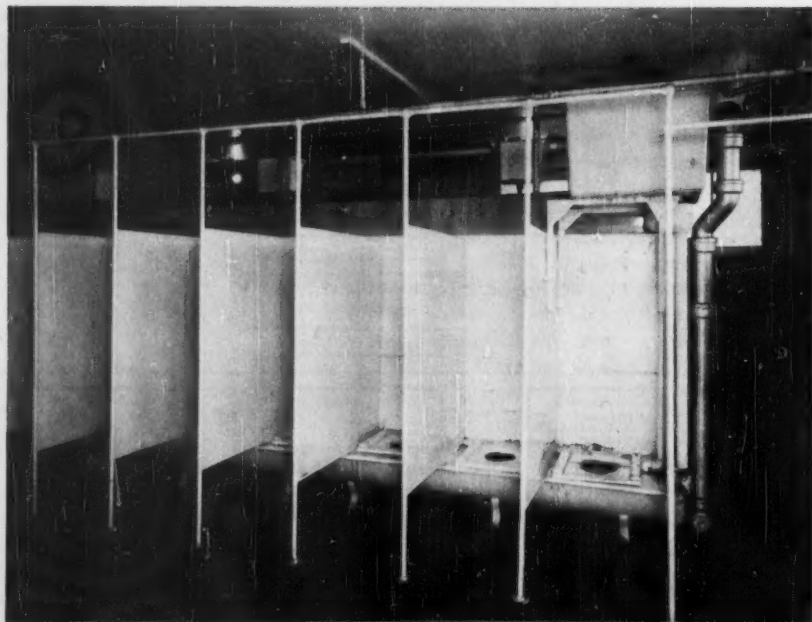
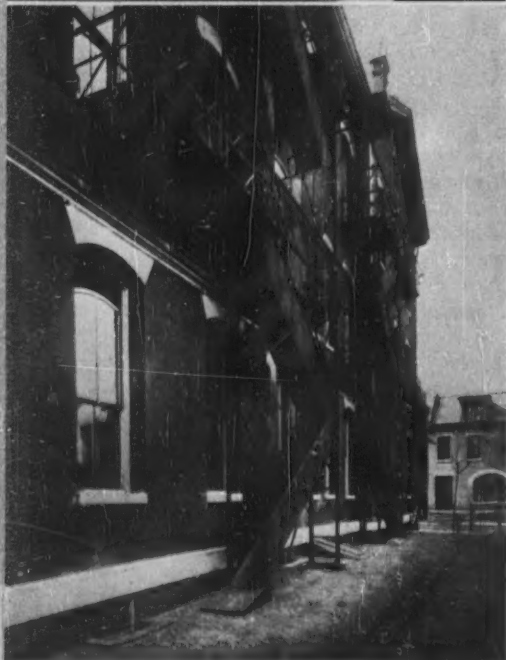
Diagram of the organization of the school system of Newton, Mass.





## ONE-STORY SCHOOLS

*for elementary grades mean the end of staircases (often wood), fire escapes of fantastic design, basement toilets, and some of the esthetic and actual horrors of the schoolhouse 25 years ago.*



# THE SCHOOL OF TOMORROW

FOUR EDUCATORS AND FOUR ARCHITECTS ANSWER THE QUESTION:

*How shall we plan and build a schoolhouse for the  
changing curriculum of the next quarter century*

**DARELL BOYD HARMON**

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**T**O VISUALIZE "The School of Tomorrow" I must go back a bit in time. The same 25 years which has seen The NATION'S SCHOOLS grow to its present position of leadership has also seen the nation's schools bring the child into prominence in planning their programs and plants.

The concepts of "democracy in education," "learning through activity," "the whole child," and similar thinking have been taken from the realm of the philosopher and pure researcher into the field of the applied educationist. This move has started well on the way the evolution of informal and "full living" programs in our schools, housed in structurally functional, flexible plants.

Schools have come far in the social implementation of their curriculums from the rigidly formal, "passive absorption" programs of your days and mine in school. And freedom to learn within these socially affected experiential programs has been greatly advanced by emerging experimental approaches in architectural design.

These worth-while developments have much to project into the future. The School of Tomorrow will build strongly on present-day advances in the social aspects of learning-through-doing, such as informal atmosphere, activity programs, better organization of space, cooperative planning, use of community resources, and the like. There is no doubt in my mind that the School of Tomorrow will grow from the present informal, flexible school.

But its plant will be more than "flexible," as we now use that term. It will be fully functional, as well; functional not only in site and method of construction, and in space and equipment providing opportunities for organizing socially defined experiences, but also as a physical environment to meet all the needs of the social, the psychological, and the organic child as he grows, develops and performs in school.

The advances in architectural design reflected in our new schools have followed two much needed trends. One of these has been concerned with studies of space and space arrangement from the point of view both of satisfying the size and emotional needs of developing children and of meeting the requirements of group and grouping rela-

tionships in the activities of our informal curriculums. The other has been concerned with structural design for control of light, sound, heat, ventilation and similar stimulating factors in the classroom's physical environment.

While studies in scaling classroom proportion to meet the needs of children are falling far short of being based on all, or even the best, of what we currently know of the physiological and psychophysical scales of children, the work being done in studying classroom size and arrangement to satisfy curricular requirements is apparently rooted in sound concepts of social psychology applied to learning, social needs, and group dynamics. The School of Tomorrow has much to gain through extending the latter studies. Radical revision seems necessary, however, in the concepts of psychophysics and child development underlying most of the current studies of design for control of light, heat, sound and other classroom energies before these areas of architectural experimentation can offer much of benefit to the School of Tomorrow.

## SENSORY PSYCHOLOGY TOO RESTRICTIVE

In present practice, most of the design studies in the areas of light, sound, heat and equipment are based on a limited sensory psychology—a relic of the regimented, formal "passive absorption" days in education—yet the psychology basic to the curriculum, as we make it more social and informal, is really a sensory-motor one. "The child learns through ACTIVITY."

The limited sensory psychology referred to uses clarity of image (especially that of symbols) and speed of recognition, together with subjective standards of relaxation and comfort as criteria for evaluating adequacy of design. In other words, design is judged by asking, in effect: "How clearly can children see the type in their books or the writing on the chalkboard in this lighting?" "How well do they hear the teacher in this room?" "How comfortable do they say they feel with this heating and ventilating?"

This restricted approach to design is applied as if exteroception alone (*i.e.* the detection of things outside the individual) made for learning—and then only that aspect of exteroception that is limited to social recognition and communication.

Similarly this limited concept of learning implies that the acquisition of skills consists of tongue, lips and jaws or arms, hands and fingers practicing certain socially

determined action patterns and, through exercise, conveying these to the brain as pattern imprints or road maps for directing later acceptable behavior. This easily leads to a design approach for equipment directed toward only the social and structural function of that equipment (*i.e.* grouping possibilities, novelty of appearance, movability, stackability and the like) as long as the child is "relaxed" and "comfortable."

Some of this may sound exaggerated or far-fetched until we seriously and critically examine much of what is being done in our newer schools in lighting, equipment design, heating and ventilating and in other areas of physical control in the light of all the implications contained in an informal, "full living" activity curriculum.

#### MODERN PURPOSES CONTRADICTED

Research and design studies have vastly improved on old standards of lighting, heating, ventilating, equipment and sound control—but still under the influence of the *restricted psychology* of the formal school. But as these newer solutions are incorporated into more flexible and informal buildings intended for "learning-by-doing" curriculums, the actual result is to set up an environment more favorable to *formal* or "desk-and-book" programs, contradicting the modern purposes of the curriculum for which the building was intended. Social stimulation to activity in an environment conducive to passivity leaves the learning child in a dilemma. Such solutions, consequently, have little to offer the School of Tomorrow.

This discussion is not intended to disparage in any manner the advances that have been made in lighting, sound control, and other areas, which enhance recognition and other central exteroceptive functions. These functions have a significant place in learning, whatever the curriculum. The principles inherent in any design advances that have been made in relation to these functions have an application in the School of Tomorrow. But these functions are by no means *all* of learning. Light, sound, heat, ventilation and equipment have significant parts to play in the other aspects of learning as well. The design implications in these other aspects must also be taken into account in final structure.

*Informal* curriculums are *experience* curriculums and there is a motor component in experience. Children learn to see meaningfully, to hear discriminately, to do purposefully, by organizing through experience, out of their total experiences, those behaviors which in any given situation can simultaneously satisfy social demand, emotional requirements, and bodily need.

Recognition, identification and meaning are not responses to stimuli, even though they might seem to be such to a sophisticated adult. They are the results and resultants of responses to stimuli.

#### CHILD REACTS TO TOTAL SURROUND

The initial reaction to external stimuli is not merely to the meaningful object, symbol or sound but is to the total light or sound within the scope of the child's eyes or ears. These reactions are nature's way of putting and holding the child in a position where he can receive equal stimulation to both eyes and both ears for effective performance, yet still let him balance with gravity and other stimulating energies and with the movements called for by the task.

Out of, but within, these basic behaviors are derived the specific central recognitions and purposeful responses or

actions toward the socially defined things to be recognized, which we call learning.

However, learning is more than just recognition and a mechanical overt action in relation to something recognized. Contrary to popular belief, perception (or mental images) is something different than photographs made by the eyes or sound records made by the ears. Perception is a synthesis of all the sensory signals coming to the brain. It is derived from an integration of all the sensory reports reaching the perceptive centers at any time, including those from the eyes and ears, those from the muscles that are responding to eye or ear stimulations (proprioception), and those reporting the feelings or feeling tone of the individual (intereception). In addition, this perception has, as a further component, elements of the individual's previous sensations and experiences.

We shall have to recognize the total effect, then, upon the child of his total environment—light, sound, heat, humidity, color and physiological efficiency of equipment.

We need to know a lot more about the physical mechanisms entering into the activities of learning. For example, if we expect to solve the total light pattern for efficient visual activity, we must reconcile at least two knowns in lighting.

Research shows that a contrast exceeding a 3 to 1 ratio interferes with the successful performance in reading, writing, drawing and other two-dimensional tasks. Conventional standards of lighting are derived from these findings, and modern design advances, already mentioned, are also built on these standards.

#### OPERATES WITH DEPTH, FORM AND DISTANCE

In an activity program the child operates with depth, three-dimensional form, and distance—such as people, objects, space and location. But depth, form and distance are derived from modeling shadows. Effecting modeling shadows calls for a contrast ratio of more than 3 to 1 but not more than 7 to 1. This sets up such conflicts as:

When we talk about low sills and large glass areas, such as are being tried out in some of these informal designs, we may obtain a desirable contrast for critical-task or desk activities (two-dimensional activities), but at the expense of three-dimensional definition.

If the fenestration is pushed down to table level or below, the relationship between the angular light from the sky and the reflected light from the room creates a 16 to 1 ratio for the horizontal light coming across the working area; it creates a condition beyond the tolerance of a child. That is, it is beyond the 7 to 1 ratio.

The fenestration should be controlled for both modeling shadows and evenness of distribution.

Thus it can be that what we assumed to be an "informal" classroom—because of these innovations in lighting—can become very formal because of the restrictions that light places upon experience.

Another factor is the thermal environment. We use adult standards of effective temperature when we talk about ranges from 68° to 72° F. We have assumed that this comfort range for the adult is the proper range for the child. However, the mass skin ratio of children is different from that of adults so the child's need for balancing internal heat against the environment is radically different. A child properly needs a lower room temperature than an adult, probably an average of about 2 degrees lower.

In addition, in an activity curriculum, the child's heat



production goes up. He needs a flexible thermal environment to keep his bodily heat in balance. In other words, a program of controls must be correlated with the type of activity in the classroom.

Research is indicating that problem solving rapport comes from maintaining a uniform amount of retained body heat. If we let internal temperatures go above or below certain levels, we consequently get dissociation performance mechanisms. Children do not learn or respond as well, and they lose rapport with the task.

#### BEHAVIOR AND LEARNING AFFECTED

It's not too far-fetched to say that problems of learning and problems of behavior have been caused by room temperatures that are too high or too low.

Humidity is a large factor in the cooling process. Above a certain room temperature not definitely established for children as yet, the body dissipates heat more by evaporation than it does by radiation and convection. So if there's uncontrolled humidity, the evaporation process is limited or hampered. Again we hamper the child's readjustment to desirable body heat for optimum learning.

The same thing is true about air movement. If we can't control humidity, the next thing is to control air movement. If air movement is increased but not controlled, there can be adverse responses to the tactile sensation. In other words, if the child is consciously aware of his thermal environment—such as air movement, heat or humidity—there is an adverse change or reaction in the internal thermal mechanism of the body.

The net result in his social action is a change of attitude, probably characterized by a loss of interest or apparent lack of energy to continue what he may have been doing or else by a response that is too rapid for effective learning.

We have thought of thermal environment as being principally the heat environment. Actually, we must balance all of the environmental factors affecting the body heat and metabolism of the child. For example, large glass areas may upset the heat balance of the room if the problem of heat balance was not considered when the glass area was planned.

#### SOUND SHOULD BE BALANCED

There are comparable conditions in the control of sound. For example, most of our control of sound today in the classroom is directed at the control of reverberation. But sound should be balanced so that there is an adequate bilateral stimulation comparable in some ways to the distribution of light.

The balancing of sound helps to determine the direction of the child's attention. Unequally distributed sound will distort a child's hearing.

Sound control is not obtained by absorption only. All surfaces of a room are sound control factors as well as light, heat and vapor control factors. For example, paint that seals all the surfaces tightly can promote reverberation and also build up the vapor pressure in a room even though the paint is adequate for lighting purposes.

In scaling down a room, we must take into account that the pattern of scaling should involve all the dimensions of a child rather than just his height. The child's energy output and the distance he travels are greater than an adult's. His visual angle is grosser. The child needs more space to do the same thing the adult does. However, his

interpretation of space is the same as an adult's interpretation. The action ratio of a child to an adult is 33 to 25 in terms of energy output to accomplish the same task.

In audio-visual education we must solve the use of projectors in other than a blacked-out classroom. The requirements of the child rather than the limits of the projector should prescribe the characteristics of a classroom.

Visually, the child needs a high brightness-low contrast classroom in order to learn. We are inviting visual and learning disabilities when we prescribe blackout facilities for the classroom. The brightness of the room for projection purposes should be pulled down to the average brightness of the screen, and not below it. Equipment permitting daylight projection is in experimental stages.

In the field of equipment design there are normal body mechanics for approaching every type of task, from reading to talking. Equipment must be designed to promote normal body mechanics; otherwise the stress setup creates a physical as well as a learning problem.

For sustained, close visual activities, such as reading, writing and drawing, the child should work on a sloping surface. For three-dimensional construction activities he should have a horizontal surface.

Equipment must be flexible so as to create or to adjust to focal points for various activities. Equipment must provide, first, full freedom of performance physically and, second, full freedom as far as social and psychological factors are involved.

#### NO EQUIPMENT IS UNIVERSALLY USABLE

There is no such thing as a piece of equipment that is universally usable. Convertible equipment can be designed to meet the varying factors of a child's size or needs or classroom use.

One of our traditions, too, is the assumption that for every child there must be the same item of equipment. The variation of activities in an informal program means that more than one child can use the same piece of equipment at different times. It is desirable that classroom equipment be movable and storable, again so as to free space for a variety of activities.

Research most needed now is a synthesis of existing information on the physiological aspects of learning—along, however, with a willingness to try some of these new ideas.

Attitude in a learning experience can be derived just as much from a postural stress from light, sound or heat, from which the child is trying to escape, as it can come from the social definition of the proper attitude involved in the desired learning outcome. The visual results of proper lighting for recognition of words in a book can be warped or destroyed if that proper lighting has not also taken into account the needed total lighting for readiness to learn from or perform in relation to the book's content.

#### DESIGN SCHOOL FOR TOTAL ORGANIC CHILD

The designers in the fields of light, sound, heat, equipment and so forth must derive their design bases from the total organic child, not merely from parts of that child, just as the curricular designers in the modern school are planning that child's experiences in terms of the total psychological and social child. Only when that approach is taken to design in these fields will the program of the School of Tomorrow be housed in a plant fully conducive to the outcomes desired in the Child of Tomorrow.

# THE NEW LOOK

*in schoolhouses gives promise  
of further inventiveness*

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**L**OOKING backward as a means of looking forward, what are some of the significant improvements in school plant planning that can still be considered as guides to the future?

1. We have learned to put much emphasis on *housing the school program*. To consider brick and mortar first and then let the school program find out where to sit is no longer the common practice. This is an accomplishment, and all the more significant in that as program has become more complex, plant has become more functional.

It was more than 30 years ago that I first had a professional part in building a schoolhouse. I saw another yesterday. Great progress in program housing has been made. Yet more must come. The lag to be overcome seems to lie in program stereotypes and in a group of factors still hidden in public unreadiness.

2. *We have learned to study population and its movement*. We have had to because even if program might stand still population does not. Yet, population prediction is still limited in its practice and its accuracy. But what advance!

In the next years, technical competence in this area will improve. It will be helped by public answers to the problem of school district organization, by new theories of school population groupings, by community analysis, and by clarification of thinking in the field of school organization.

3. *School buildings now open to the out-of-doors as they did not use to*. This outdoor reach is better. For one reason, it gives some chance, viewed conceptually, for school and community to come to be one. The unhyphenated term "community school" has a chance with these new buildings of ours to find a reality in practice far beyond anything the 1900 school could possibly yield.

Yet few new schoolhouses, especially the large ones with all their facilities, are so closely community centers as were the old small ones without their facilities.

Of course, the school and community problem goes beyond the schoolhouse into the conditions of living and life. We might say that school plant in this respect is now ahead of use and now affords the facility. This seems to be a fact. Yet, still the look forward needs to envision better plant facilities for community adult participation in the deliberative group and study processes which go to make for true contributory citizenship in school policy development.

In short, room facilities for housing the lay and professional participatory process are still not being planned with an accompanying willingness to buy and pay for them.

4. *Perhaps the clearest or most visible change from the old to the new is to be seen in the looks of the schoolhouses now dotting the landscapes*. Contemporary architecture has certainly made strides. In the older days, the architects—it was rather commonly said—held back from the functional school.

No longer so! It now seems that we can bank on the practice of architecture to spread the quantity and quality of the new school look. This ought also to promise still further inventiveness in design as the years go on.

Furthermore, as was not the case in years past, the architect and the schoolman are working together in a way to promise planning progress.

Finally, do not these new buildings mold into the terrain—"snug" the land, and corner the sun as neatly as did the Cape Cod house? People are also coming to like the new look.

Hail the advance and the promise that the view backward gives for the hope forward!



"New buildings will mold into the terrain and corner the sun as did the Cape Cod house."—Simpson. Under construction now is this elementary school at Park Forest, Ill.

# SCIENTIFIC BASIS

*for school design depends upon  
educational research*

LESSING W. WILLIAMS

Geo. B. Post and Sons, Architects, New York City

FIRST and foremost, I look forward to a period of increasing build-up of scientific bases for classroom design and of the development of varied solutions in accordance with these criteria.

Along with this improvement in quality, architects must continue to work toward lower costs so that school building may more nearly approach the need. Building a properly functioning and enduring school for less money involves planning and construction, and the two are far from separable, since many of the structural advancements are judged for their functional contribution, and space planning may determine choice of structural methods or materials.

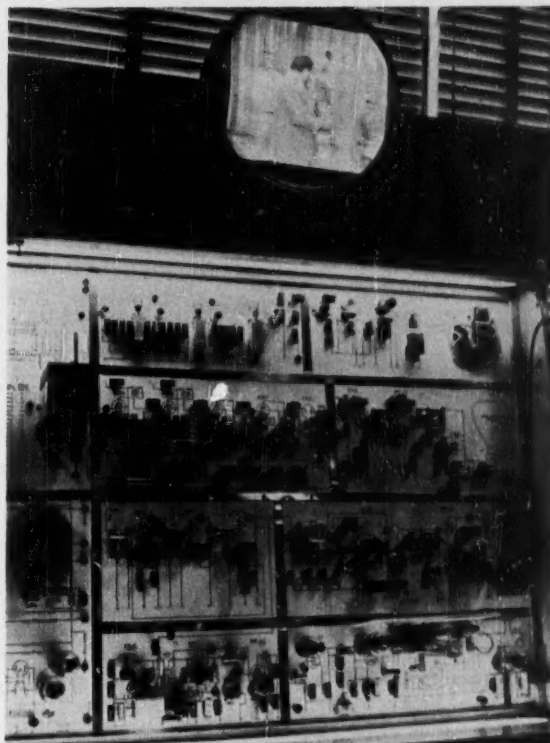
Economy of plan will demand more accurate determination of space requirements and closer appraisal of multiple use of space, for some combinations of use operate smoothly while others create work. It will include provision in the original layout and in mechanical equipment for expansion. Perhaps the educators can tell us more clearly to what size enlargement should go and under what conditions a separate new school is recommended.

We shall come closer to finding out what minimum sizes and shapes of room really work for the different grades and programs and why. It is the educator's province to state the desirable floor space for each activity. With his help the architect can put the information together, not into an inflexible formula but into a classroom plan for the particular case in hand. He will bear in mind the possibility of change. We shall probably start all over, again and again, but we must have the concrete facts as they appear at the moment. Real collaboration is necessary, for mere experience can deceive if the teacher is not a trained arranger.

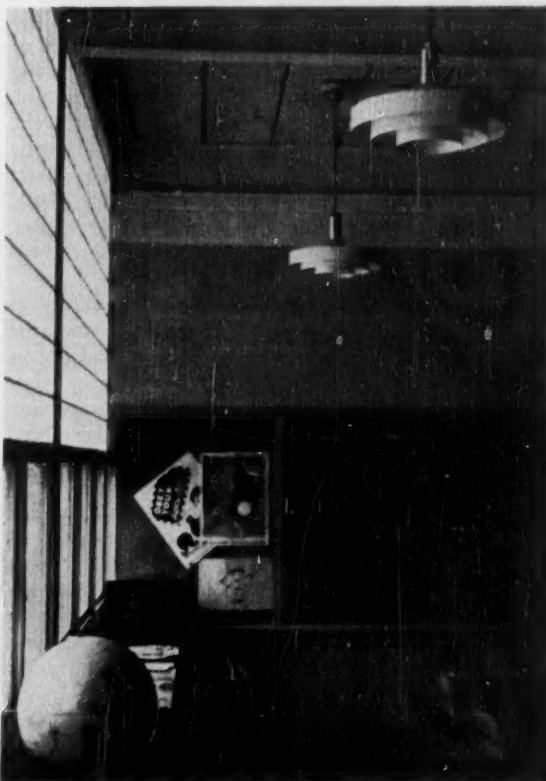
Flexibility in plan will receive continued attention. Schools are fortunate in that the long vacation gives time to change ordinary partitions, if non-bearing, without resort to costly demountable types, but the advantage is lost if other things, such as mechanical layouts, have not been arranged for change.

School boards are usually aware that cost means not only initial cost but costs through the years. There is much less realization that with clever structural design the first cost of incombustible construction may not exceed that of once cheaper types, while the term of the bond issue may thereby be much longer, reducing the annual burden on the taxpayer.

Structure offers a steady procession of new ideas—new products and new combinations and methods. The burden of the architect in appraising them is severe, for what is new and clever is not always cheap or even sound, and what saves money in one building may be costly or imprac-

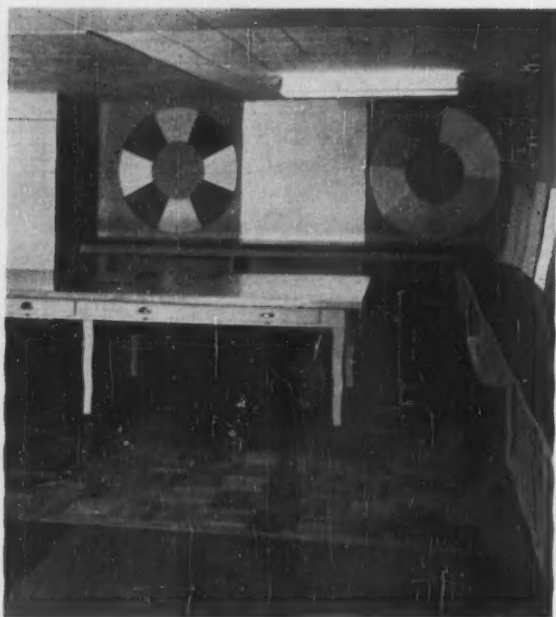


"More and more equipment is being demanded, such as for audio-visual instruction."—Williams. This is a panel of equipment in a senior high school radio and television laboratory.



"New products will take the place of an assembly even more."—Williams. Illustrated here is incombustible construction, with roof plan also providing insulation and an acoustical ceiling.





Left: "Research is producing superior materials."—Williams. This is a display of flooring and other interior construction materials at Stanford University's school planning laboratory.

tical in another, or even in a similar one in a different location.

Prefabrication so far does not look promising for schools. It is too rigid—the apparent savings disappear once you start to modify or to add necessary features. Pre-assembled units do hold promise, and new products that take the place of an assembly even more. Several kinds of roof slabs, to cite one instance, combine structural support, insulation and a finished acoustical ceiling at a cost comparable to that of a separate acoustical ceiling alone. Wall panels are being developed that may save nearly as much. The cavity wall, so long used in Scandinavia, will be increasingly employed, being, when carefully superintended, watertight, sufficiently insulating, and valuable acoustically if the interior cinder blocks are left exposed. New tough and durable plastic materials for wainscoting are already far cheaper than they were a year or two ago, and methods of gluing them have been improved.

These are only random examples. The paint industry, so long conservative, is changing rapidly and already producing finishes more durable and cheaper in first cost and in cost of application. The study of flooring materials may result in honestly resilient floors that will endure. More important, architects are learning to use the products that have been developed.

We must be reconciled to finding that mechanical equipment occupies a still greater percentage of total building cost. It is not merely that construction costs may be less, discounting inflation. More and more equipment is being demanded, such as public address equipment and provisions for audio-visual instruction. High fuel and labor costs make more elaborate heating equipment cheaper in the long view. There may be some retrenchment, however, as architects learn that some costly provisions are not cure-alls; for instance, that radiant heated floors are not per se a guarantee against drafts. There is a general attack on obsolete and restrictive mechanical codes, particularly in favor of simpler ventilation systems.

Steady improvement is to be expected in artificial lighting, we hope, particularly in the field of the spectrum of

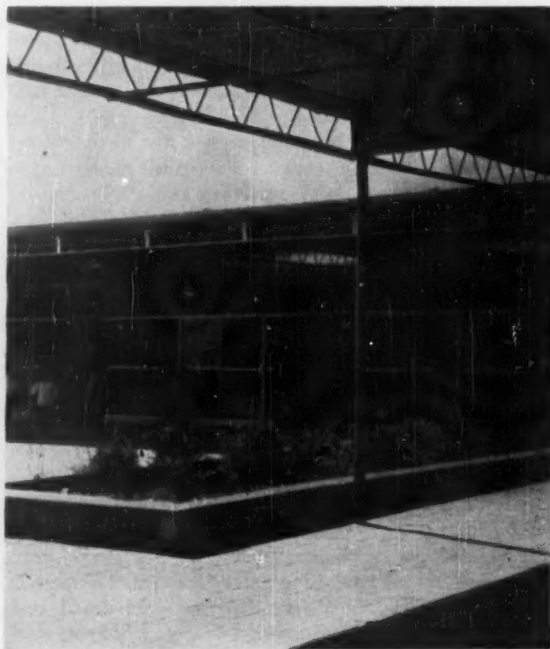
the light source. The cost of translucent ceilings is dropping, and the lighting "wallpaper" that we predicted years ago, when glued-on sheets for electric heating appeared, already exists, although by no means in usable form. Diffused lighting will become possible for ceilings as low as 8 feet, which we cannot illuminate evenly today. By that time perhaps we shall be able to spread daylight farther under such ceiling heights, too. There is crying need for improvement in gymnasium lighting, but the solid front once presented by electrical engineers in favor of intensity or mechanical "efficiency" rather than quality of lighting is disintegrating so rapidly that improvement can be counted on in all areas.

On the artistic side, one may anticipate increased willingness on the part of school boards to consider a somewhat changed appearance, when the differences are based upon a reasoned organization of function and construction. This has nothing to do with modernism in the sense of a superficial style, for stylism in itself is false, but rather with the sort of school that a good Colonial architect, for example, would insist upon were he alive today and in active practice.

Among architects, there is evident a wholesome realization that a school that fits into its environment is a better school, artistically and in its psychological effect on the pupils, than one which shocks by its contrast. Architects who have resented the new criteria as restrictive are realizing, with increased understanding, that there is still freedom of solution, and, furthermore, that classroom criteria do not apply equally to other types of space.

Teachers must not be left behind. The training of the teachers in the simpler and agreed basic conclusions of modern classroom research, in why their new classrooms differ from the old, and in how to take advantage of the

"The outdoor reach is better in modern schools."—Simpson. Sun sifts into this elementary school at West Columbia, Tex.



improvement would seem to be very much in order and a simple matter for the architect to arrange.

It is our privilege to be entering an era of greatly improved concepts of what we want to do and improved means of turning these into reality. It is a lot more work, but vastly more interesting, than the routine school design of just a few years ago.

## NEW MATERIALS

*may be better, cheaper and  
provide homelike environment*

**WALTER T. ROLFE**

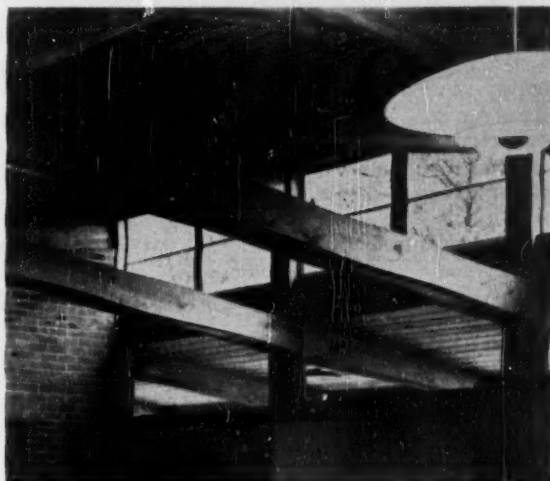
Golemon and Rolfe, Architects  
Houston, Tex.

WHO really knows what is about to be? What ones of the pioneers could have dreamed when they built the first log hut school that one day we would think and build as we are *now* doing? Yet here we are still dissatisfied and hungry to find better ways, with our tax dollars so scarce and our children so many. We think our problem is difficult if not insurmountable, and yet our forefathers faced their problems with calmness, hope and courage. They certainly weren't scared of the future. They believed there was a future and set out to make it come to pass. Slowly and painfully at times we have come this far. I like what has been done; now we should get on with doing better.

1. What changes in building materials? Well, for one thing we may be able to use the good ones we now have at lower prices. We should be able to use the metals that



"Good materials we now have may be used at lower prices."—  
Rolfe. Here is a 1953 version of wood and brick interior  
construction in an elementary school.



do not need painting, the tile that is easily cleaned, the steel that permits freedom of structure, thinner concrete sections, complete and economical control of day and night lighting. Also we may have a floor material as tough as terrazzo, as cheap as asphalt tile, and as resilient as rubber. We may have acoustic materials that do not stain with age, paints that do not show handmarks and stains. Perhaps we shall have a glass that does not restrict vision while controlling glare and the rights of privacy.

At present we are using many excellent materials that are of more recent innovation—structural glazed tile for its resistance to pupils while affording color and permanence, no upkeep, and good structure. Also being used are many kinds of coatings that protect woods and other less tough surfaces. These will be advanced from the laboratory to life, and soon. Of course, there are many others.

In the search for ways of using our industrial skills in fabricating sections of buildings, we may be able further to reduce cost. The first car cost much more than the first millionth one. The reduction is a distinctly American technic, a skill we have never successfully applied to architecture in this country.

2. The changes in the kind of school, I think, must first come from another kind of educational program. The classroom method is still upon us, and it tends to keep us in the classroom stage of American school progress. We, the school people and the architects, are making headway on how the new school should work and, hence, look. Classrooms may give way to group activity centers where more pupils can be managed and taught by fewer teachers. (For fewer they seem to be.) This change alone means an entirely new type of program. Then come the questions: "Have we found the ideal one?" and "Is there a better way?" Or can we create an educational program that can free our architectural environment and make it more tuned to the minds of youth, less formal, less institutional, no matter how well we have succeeded in doing up to this time?

Of course, once the classroom gives way to the activity center idea then the room shape no longer is fixed and rigid, no matter what shape it may take. It offers unlimited op-

Left: "Materials of recent innovation will be advanced from laboratory to life."—Rolfe. Entrance to Stanford school planning laboratory is itself a display of exterior building materials.

portunity for all the needs of pupils and teachers. The teachers and the architects can discover many new ways of expressing this freedom in architectural environment.

3. The coming generation faces two major problems—the number of pupils and the approaching ceiling on school finance because of limited bonding capacities. This crisis is shaping up in the next immediate generation of American education. With adequate funds almost anything can be accomplished. Now, with limited budgets, the utmost must be done with economies of space, use of buildings, and flexibility of program. However, a hope must spring from the belief that our best works of architecture often come through the greatest adversity. It now looks as if we should have our own opportunity to prove the case for the imagination of the school people and their boards together as a team with the architects.

Generally, American school architecture is well advanced, but that doesn't mean that our ingenuity cannot make it better. The child and his free mind are democracy's answer to those who would rule us. We must keep that mind free, and the desire to enjoy that freedom comes from pleasant and exciting environments, not dull or barren ones. The problem is not merely for the school boards, the teachers or the architects—it is for all of us to realize that our children are our most precious resource.

## **FLEXIBILITY**

*requires movable equipment,  
multipurpose facilities*

**RAY L. HAMON**

Chief, School Housing Section  
U.S. Office of Education

**J. L. TAYLOR**

Specialist for School Plant Management, U. S. O. E.

**A** CHANGING social order is causing the elementary school to revise and expand the program continuously. School plants must therefore be planned and constructed so that they can be adjusted to fit the program.

How are we really going to get flexibility?

1. Select a site of sufficient size in a desirable location so that additions and/or alterations can be made readily and economically.
2. Locate the building on the site so that the greatest utilization can be made of the campus.
3. Arrange a floor plan that lends itself to additions and/or alterations to fit the program.
4. Plan to use certain areas as multiple purpose facilities.
5. Arrange facilities so that general-use areas are readily accessible and zoned for heating and ventilation.
6. Build nonload-bearing partitions, free of pipes, ducts and conduits.

7. Use movable furniture.

8. Provide adequate storage space; some cabinets and wardrobes may be movable.

9. Provide ample floor space.

Classroom size and arrangement in the schools of tomorrow should be determined by the activities in the school program. The trend in recent years has been toward a more practical life-like curriculum. There is a greater variety of activities in the program and many of them require physical as well as mental action.

What are the implications for the classroom?

1. Classroom floor areas should be larger than the traditional 32 by 22 foot rooms.
2. Even with an activity program, 900 square feet should be adequate for regular classrooms.
3. Increased functional storage space.
4. Movable furniture.
5. Built-in features.
6. A self-contained room for elementary grades.



"Overhead natural lighting will encourage the use of lower ceilings."—MacConnell. Here, horizontal blinds control skylighting.



# NEW LEARNING

*situations require versatile  
use of space and materials*

**JAMES D. MacCONNELL**

Associate Dean, School of Education  
Stanford University

THE school of tomorrow will be much more flexible than anything we have seen to date. This will be particularly true in the secondary school plants. The changing secondary curriculum is demanding close scrutiny of future buildings in order to allow for a varied program with minimum expense. This will necessitate spaces that will accommodate a variety of learning situations.

Research in building materials has resulted in the production of a wide variety of materials that are superior to anything yet used in schools, but many of them have been used by industry. Those in school building work are going to look upon these materials not as substitutes for unavailable material but as materials that will accomplish in a better way many of the goals toward which we have been working: for instance, new paints with higher reflectancy and less glare, new light fixtures with higher diffusion, new furniture that is better for posture and is more comfortable.

Heat and temperature control will have to be discussed with lay groups to inform them of the advantages of many of the new heating and ventilating systems that create a healthier environment for children and yet are being looked upon today by many school people as substitute systems. More study in the field of radiant heating will determine whether this type of heating is going to be satisfactory in our secondary school program.

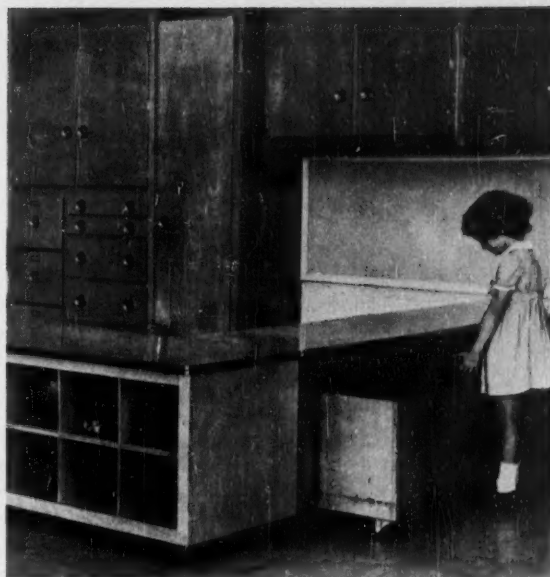
We are going to see a greater flexibility in the new school buildings because of the use of wall materials that will move with ease. This has been accomplished to some degree, but the total possibilities have not yet been realized. Much of this will be made possible by the use of overhead natural lighting, which will encourage the use of lower ceilings.

The modular type of furniture for all storage areas will be used more extensively in order to cut costs and to allow major use of spaces. The stationary type of storage space is fast disappearing.

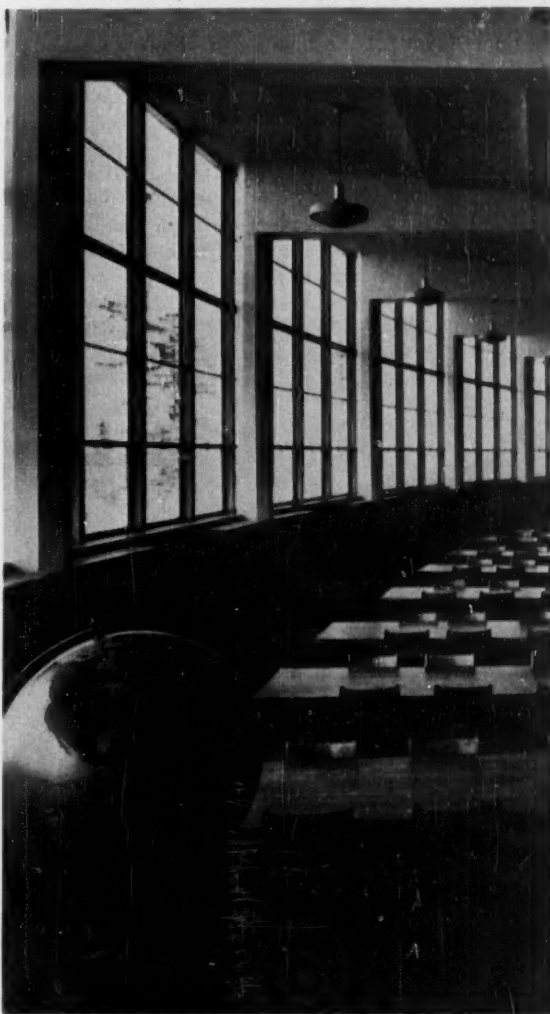
Major planning is making it possible to obtain larger sites and to utilize these sites for school and community purposes. With the coming of an increased vocational program, the sites for all schools from kindergarten through college must be larger. Land for these purposes is being acquired economically by far-sighted communities today.

The school will be more and more a part of the total community. This is being forced upon the schools because it is not feasible to build duplicate facilities for community and school use. This, I feel, is going to result in a closer community-school relationship.

The core curriculum will encourage the self-contained classroom in the new secondary schools, which will accommodate a variety of activities that will be carried on in these rooms.



Above: "The stationary type of storage space is fast disappearing."—MacConnell. Shown here are movable cabinets in a classroom. Below: "Room shapes no longer need be fixed and rigid."—Rolfe. This study in curves is a junior high school library.



## MORE INDIGENOUS

*designs will result from new  
emphasis on economy*

L. C. PAGE

Page, Southerland & Page  
Architects-Engineers, Austin, Tex.

COMPLETELY functional planning by both educator and architect is going to effect gradual but continuing improvement of school plants in the future.

The impact of the greatly increased cost of building these plants resulting from three postwar factors—inflation, greater enrollment, and increased scope of school programs—has been staggering to most school districts. This impact just now being felt in secondary school construction will result in economy's being a dominating influence in school planning.

Because of this emphasis on economy, school design can be expected to be more indigenous. Daylighting devices, artificial illumination, heating and ventilating will become less standardized because these will be reexamined for appropriateness and suitability for the regions and climates in which they are used. Thus similarities in the design of these elements will be noted more in the various regions of the country and less in the nation as a whole. In the South particularly, study and research on ventilation as a cooling medium during the warm months of the school year will be greatly intensified.



The existing tendency to plan schools on a modular grid and to use modular coordination to save waste on building products will continue and even be intensified to include coordination of furniture and equipment.

The necessity for economy will emphasize the need for flexibility in design. Areas will be divided into rooms with movable storage units and some prefabricated sectionalized partitions.

Further study of room sizes in the future may reveal that because enrollment increases have been greater than increases in teaching personnel, elementary classrooms will become larger. Functional planning may indicate that secondary classrooms should be less standard and uniform in size to accommodate better such large groups as social study classes and such small groups as advanced art classes.

## LIFE EXPECTANCY

*of school plant may be  
predetermined for economy*

PHILLIP J. DANIEL

Daniel, Mann, Johnson and Mendenhall  
Architects and Engineers, Los Angeles

REGARDING general site planning, it is our feeling that there may be some return to the concentrated type of plan instead of the now popular finger plan. The reason for this is reduction of cost in corridor lengths, and we are able to consider this seriously because it is now possible to provide adequate lighting from a foot lambert standpoint regardless of the orientation of the classrooms. This, of course, is based upon natural daylighting.

The economies being forced on school construction by constantly increasing costs will undoubtedly bring forth continuing changes in design and use of material. It is our opinion again (which is subject to change without notice) that future schools may be designed for a specific "life expectancy." If this thought is pursued it may be possible to reduce materially the amount of so-called permanent materials that go into a school structure without affecting the maintenance costs. There is precedent for such thinking in the aircraft and other industries wherein engines are designed for a life expectancy of, let us say, 1000 hours, and the materials used are geared to this type of design.

"Based on natural daylight, it is now possible to provide adequate lighting regardless of classroom orientation."—Daniel. Daylight is brought into this corridor through the sloping roof windows and is reflected into the classrooms through the frosted windows beneath.

Photographs used in this section are from: Loeb, Schlossman & Bennett, Chicago, p. 82; Lessing Williams, New York, p. 83 (bottom); Dearborn, Mich., Public Schools, pp. 83 (top), 85 (right), 87 (top); Stanford University, pp. 84 (top), 85 (bottom); Donald Barthelme & Associates, Houston, Tex., pp. 84 (right), 86; Steve Hannagan, New York, p. 87 (bottom), and Ketchum, MacLeod & Grove, Inc., Pittsburgh, p. 88.

# CHALK DUST



*Travis J. Smith*

## THE MANDATES OF MCGILlicuddy

(A Fairy Tale for New Year's)

ONCE UPON A TIME there was a school superintendent who held the same job in the same school for his whole lifetime. His name was Horace Z. McGillicuddy, and, although he was considered a queer old dodo by his fellow schoolmasters, he was generally well liked. When his colleagues, who annually played musical chairs and usually ended up neither more nor less than statistics in a state department report, would ask McGillicuddy the secret of his job longevity, he would remark laughingly, "Non illigitimi carborundum," and let it go at that. It seemed that his great secret would never be revealed.

But eventually death came to Horace, as it must to all men and school administrators, and when the rubbish gatherers assembled to cart away his desk, they made a great discovery. Underneath the rusty paper clips, the piles of moldy letters, the appeals for funds, the unopened bills, and the uneatable cakes from the home-making classes, they discovered a manuscript in which Horace McGillicuddy had written down the rules by which he lived and moved and held his job. And here is what he wrote:

*Rule 1: Thou Shalt Keep Thy Big Mouth Shut.* The bigger the mouth, the shutter shalt thou keep it! Far too many teachers' meetings are talked to death, not by teachers. Far too many boards are bored, not by board members. If thou must needs speak, speak simply and clearly, indulging not in the gobbledegook of government directive or the pedagobble of the doctoral dissertation. Let your yea be yea, your nay be nay, and your maybe be used sparingly.

*Rule 2: Thou Shalt Be Artful.* In these modern days the school superintendent has done everything possible to make his school a research laboratory. If some poor child has a few buttons missing, the school administrator transfers him to a case study and fabricates anecdotal records to pad a master's thesis. But teaching children is not a science but an art like unto planting a garden or growing flowers or knowing when the fish will bite.

*Rule 3: Thou Shalt Not Be You-Centered.* Publicity is not public relations. In years a-gone a gentleman had his name in the public press only three times—when he was born, when he married, and when he died.

*Rule 4: Thou Shalt Make Haste Slowly.* Education cannot be forced, nor can the democratic processes be hurried. In the long run, education will go forward only as far and as fast as the people who pump the gas will allow it to go. This, however, does not mean that one must be content with low octane gasoline.

*Rule 5: Thou Shalt Work Both Sides of the Track.*

These children you teach are all the children of all the people—the white, the black, the brown, the yellow, the rich, the poor, the Protestant, the Catholic, the Jew. In a democracy the other side of the track is sometimes the right side.

*Rule 6: Thou Shalt Keep Thy Blood Pressure Low and Thy Chin Impervious.* It has been truly said that a school administrator must have the sensitivity of a morning glory and the hide of a rhinoceros.

*Rule 7: Thou Shalt Put First Things First.* First things are not the morning mail or the clever storied salesman. First things are not the speech at the Service Club or the chairmanship of the Boosters' Committee. First things are children.

*Rule 8: Thou Shalt Understand What Is a Child.* Thou shalt study passionately to gain an understanding of the child, how he grows and learns and lives and is.

*Rule 9: Thou Shalt Understand What Is Democracy.* Democracy is not a salute to the flag or the singing of patriotic songs or the study of the dry bones of government, important though these things may be. Rather, it is a playing the game, a not letting the other fellow down, a give and take, a living together as friendly neighbors. For only through you may it come to pass that the power and the glory of this precious concept of democracy may not perish from the face of the earth.

*Rule 10: Thou Shalt Look Unto the Hills.* This is to say in more cautious circumlocution that thou shouldst stress everlastingly moral and spiritual values of life and education. (There is more written here but the manuscript is blurred and cannot be deciphered.)

\* \* \*

And, as his fellow schoolmasters gathered to pay their last tribute to Horace Z. McGillicuddy, they pondered his words—for, indeed, he was a queer old dodo and they knew he didn't always keep up with his professional reading.

And they hewed him a stone. It wasn't a very big stone, for such are reserved for heroes and politicians. But it was put in a sunny place where the flowers bloomed every spring and the birds sang all day long.

And on the stone they graved an epitaph: "He was a school teacher," they said, "but he taught children instead of school. He taught children because thus he felt that he was giving his bit of service to the world; that he was carrying forward the ideals of democracy of which his fathers dreamed and for which they lived and died. He felt that teaching children taught himself a little more of God."



## AUDIO-VIDEO

*Distrust of verbalism gives*

# NEW IMPETUS

*to A-V education*

**F. DEAN McCLUSKY**

Head, Department of Audio-Visual Instruction  
University of California, Los Angeles



AS I WRITE THIS my memory goes back to the early Twenties. Those were the days when visual educators were toying with bulky reels of 35 mm. film which had to be shown in fireproof booths. Some projectors were portable if you were accustomed to carrying 100 pound sacks of cement. Wire had to be strung long distances to reach electrical outlets. Darkening facilities for classrooms were few and far between. Films made specifically for teaching purposes were virtually nonexistent. There were, however, stirrings at theoretical and practical levels which were omens of things to come.



F. Dean McClusky

Schoolmen in the Thirties were cautious because they had difficulty pinning down the essentials, equipment-wise, of an audio-visual program. For example, in the 15 year period from 1920 to 1935 school administrators were asked to absorb shifts from 35 mm. silent film to 16 mm. silent film, then to 16 mm. film accompanied by sound-on-disk, and finally to 16 mm. film with a sound track. As soon as a school went through the tooling-up process it would find that its equipment was out of date. Furthermore, educational radio was vigorously promoted, the candid 35 mm. camera appeared with its smaller slide, which

necessitated an off-standard lantern to show it, and the slidefilm entered the scene.

All of this was confusing to the mind of the administrator who was attempting to build a long-range program in audio-visual technics of teaching. What to buy, what not to buy, when to buy, and when not to buy posed decisions requiring insights which were difficult to acquire.

Then came World War II. The training program for the armed services dramatically utilized all types of teaching materials. Audio-visual instruction as a concept was crystallized and has become a force in mid-century education. The evidence is all about us.

It is the exception now for cities with populations of more than 200,000 to be without an audio-visual administrative unit. Every county in the state of California has a full-time or part-time audio-visual director and many have large libraries of materials which are distributed to schools. Twenty-five years ago the number of audio-visual specialists holding doctors' degrees could be counted on the fingers of one hand. The *Phi Delta Kappan* for February 1951 and February 1952\*

\*The February 1952 *Phi Delta Kappan* lists 27 theses in progress in "audio-visual education" but states that "aids in specific subjects are listed with the subjects." (p. 319). A check of the theses under other headings shows that there are at least 23 additional theses which could be included under the audio-visual classification. The 27 theses under the audio-visual classification were reported from 13 universities.

reports no less than 50 doctoral theses in progress in the audio-visual field. The number of institutions of higher learning offering audio-visual courses in 25 years has increased from approximately 21 to 245. The National Education Association has established a division of audio-visual instruction at its headquarters, with a full-time staff. (This is not to be confused with the department of audio-visual instruction of the N.E.A. founded in 1923.) There are now enough directors of audio-visual instruction at the state department level to form a national association. There is a national association of university film producers. The production of materials has increased so rapidly that it is now essential to have all the latest catalogs at hand. One company issues an accumulative catalog of films and slidefilms. There are tens of thousands of projectors of different types and makes in use in schools today.

### TRENDS INDICATED

Examples of recent growth of audio-visual services in specific cases are indicative also of the trends elsewhere. Five years ago Los Angeles City College purchased about a dozen pieces of audio-visual equipment. Then it established an administrative service unit. Last year, 1951-52, the records show that more than 37,000 on-campus loans were made of audio-visual materials and equipment—this despite the "come and get it" policy

of the center. In September 1951 the department of audio-visual instruction for Santa Barbara County, California, recorded 2950 loans. This increased to 4500 in September 1952.

One of the oldest audio-visual departments in a city school system is located in Pasadena, Calif. The history of this administrative unit goes back to the Twenties. Its film circulation records show that 8645 reels of film (a 400 foot 16 mm. film equals one reel) were distributed to the schools in 1945-46. The number of reels circulated in 1951-52 was 52,007. The number of film orders filled for teachers in 1945-46 was 2120, and in 1951-52 it was 19,293.

At the University of California, Los Angeles, the number of reels of film used by practice teachers in 1945-46 was approximately zero. The latest figures available show that in the year 1949-50, 1889 "reel days" of film were booked from the U.C.L.A. film library for use by student teachers at U.C.L.A.

#### HOW BEST TO DO IT

These examples of trends in the utilization of audio-visual materials in a city college, a county, a city school system, and a university located in California reflect California's required training in audio-visual methodologies for teaching credentials. Our problems of the future will be in the how-best-to-do-it category rather than in a promotional one.

Educators today are in an excellent position to take the television problem in stride, if the voice of experience is heeded. We have learned many lessons during the past quarter of a cen-

tury about the utilization of films, radio and other audio-visual materials in schools. Standards as to equipment, budgets, materials, technics of use and evaluation are now at hand to guide the administrator in planning long-range programs. If he does not use these standards he must take refuge in his own ignorance.

Up to this point we have been discussing events on the operations level. Let us now examine some of the advances in theory. Twenty-five years ago audio-visual materials were used chiefly to impart facts or information. Now we are beginning to recognize the importance of audio-visual materials in developing skills, in problem solving, in teaching concepts through enriched experience, and in the formation of attitudes. Now we are coming to the realization that the incentive or motivating power of audio-visual materials can be harnessed to spearhead learning. In other words, they are more than aids. They are being used successfully as direct learning experiences. For example, witness the experimental results recently reported from Pennsylvania State College. There skills are being successfully taught with paced films without the aid of teachers.

Harry H. Haworth, head supervisor, audio-visual services, Pasadena city schools, gives us this view of trends:

"As I think about trends over the years and try to look toward the future, there is a definite movement toward including audio-visual people as an integral part of the division of instructional service, curriculum department, or whatever you choose to call it. . . .

The audio-visual departments that have made the greatest achievements are those in which the director has worked very closely, a member of the team, with the curriculum staff and the supervisors. Too often where there has been a lack of progress, the audio-visual person has been considered an outsider, a gadgeteer, and has been trying to run his own program entirely on his own abilities.

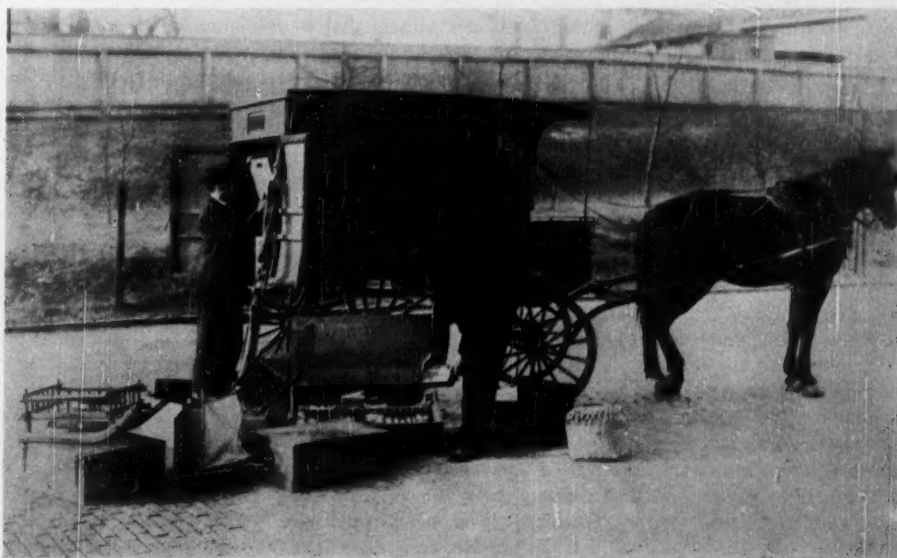
"I feel very strongly that the younger person coming up with expectations of devoting most of his professional life to the audio-visual field should have a very broad training in the field of education, emphasizing the curriculum and educational psychology. He should have a thorough understanding of how we learn, for he can contribute to making learning effective."

#### GRASS-ROOTS RESEARCH

Twenty-five years ago critical studies of language as a tool of communication were relatively few. Now such grass-roots research is increasing in importance. That this is a trend of major significance will be the subject of the paragraphs that conclude this article.

Opposition to verbalism has been one of the key ideas in the creed of audio-visual specialists. They have led crusades against verbosity for decades, from the point of view both of theory and of practice. Even though the cause was backed by the pronouncements of revered leaders in education and the knowledge that primary verbal meanings develop from objective sensory experience, it has seemed that progress in the struggle against verbalism has been measured

This horse and wagon were used to distribute audio-visual materials to the public schools in St. Louis years ago.





Early in the U.S. Department of Agriculture's film program it was recognized that city people had as much at stake in agriculture as the farmer had. Here a U.S.D.A. projectionist has set up his equipment to show a film to city school children. Such films were shown in the evening. The truck generated electricity.

by one step back for each step forward. However, help is coming from many points of the academic compass.

Students of semantics have effectively demonstrated many of the follies of verbalism. Specialists in the teaching of reading now stress the acquisition of meaning rather than the mechanics of the reading process. Note particularly the studies that have produced graded word lists and readability formulas. Some savants apply the word "reading" to the perception of objects and pictures. They contend that reading an object for meanings is the same process as reading words. In short, semanticists, reading specialists, and A-V-ites are seeking the solution of a common problem.

#### HORIZONS EXTENDED

The analysis of propaganda and of advertising technics has given rise to a new academic label, "mass media of communication." Prominent among the media being studied are motion pictures, radio, television and the comics. These tools of communication are in the sphere of interest of the audio-visual specialists. So their horizons have been extended by the studies of communicative technics. The faith of the teacher who employs audio-visual materials in instruction has been strengthened by the knowledge that others are contributing to the common cause.

Furthermore, *communication* as a concept has been accorded respectability. A number of universities are offering courses in communication and a few have established departments for the study of communicative technics.

Heretofore, universities have offered courses in light, optics, printing, photography, electronics, sound and acoustics. But few courses in the employment of these tools to influence the behavior of mankind have been given. As the study of communication develops at the university level, it may be that audio-visual departments, as we know them, will be expanded into broader administrative units bearing the communications label. In any event, the problem of verbalism will continue to receive attention, not only in the classroom, but outside it as well. Also the place of nonverbal experience in instruction will be accorded careful scrutiny.

One product of the studies of verbalism, of semantics, of reading, of propaganda, and of communication is that blind uncritical faith in language as the *sine qua non* of instruction is being shaken. No one would question the desirability of developing in individuals the ability to use language effectively and expertly. But language is a means of expression, not an end in itself. The alarmists who predict that television will produce a race of non-readers and videots in 50 years pass

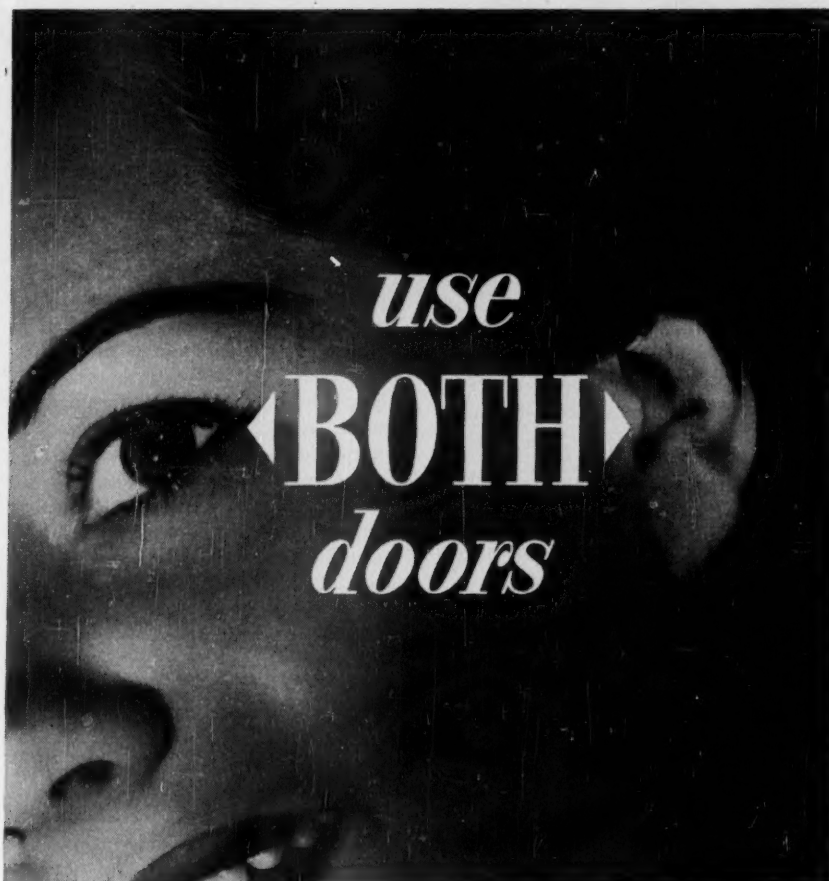
over the more insidious decadence of language as a tool. This is with us now. The evidence of intellectual slovenliness and dishonesty in the use of words is easy to observe for those who have eyes to see.

Quo vadis, audio-visual? The facts show that "audio-visual education" is not a flash in the pan. The utilization of audio-visual materials in instruction has spread steadily during the past quarter of a century. This will continue until the audio-visual concept permeates education at all levels.

#### INTEREST GROWS

The growing interest in developing more effective media of communication will give impetus to the movement. Another motivating force will stem from the unpopularity of verbalism. People are becoming more and more distrustful of fancy phrases. They want plain talk and understandable presentations. The establishment of serious graduate study in audio-visual technics at the university level is a recognition of the need for professionally trained personnel to help in the task of making learning and communication effective. If the schools of today are to keep pace in practice with the technics of communication in use in the larger community which they serve, studies in audio-visual education or its equivalent are a must for the teacher of tomorrow.





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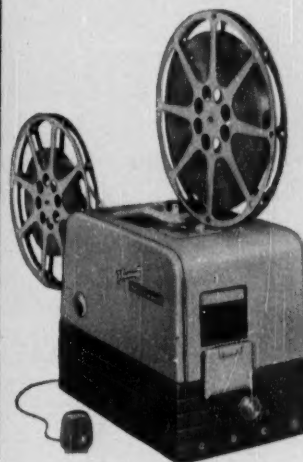


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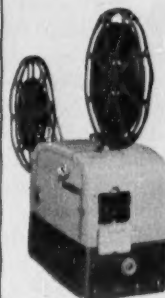


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## SCHOOL LUNCH

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**MARY deGARMO BRYAN**

Professor Emeritus, Institution Management  
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Mary deG. Bryan

AS THE NATION'S SCHOOLS this year celebrates its 25th anniversary, the school lunch program in this country could well celebrate its centennial. Almost a hundred years ago, and 75 years after school lunches had been started in France and Germany, the Children's Aid Society of New York served a hot meal to some of the poor "wild children" of the city, partly from charitable motives and partly as a means of attracting them to school.

Forty years later the Women's Educational and Industrial Union of Boston fed poor and undernourished children at school in order that they might be kept well enough to attend classes. The movement spread slowly; penny lunches were served to the poor in a number of cities—20 by 1912—for by this time the employment of women outside the home made "going home for lunch" an empty gesture indeed.

### GREAT CONVENIENCE

During the same early years of the Twentieth Century a hot dish was prepared in many rural schools by teachers, pupils or parents. The projects were started in many instances by members of the Mothers Congress, which was later to become the National Congress of Parents and Teachers. The program increased in kind, as well as in size, because of the grow-

ing size of communities and schools. The lunchroom became a great convenience where teachers and pupils could purchase some hot food or prepared snacks.

Real impetus was given to the movement during the depression, when many wise persons and organizations within and without the schools arranged for (1) the purchase for school children of foods the farmers could not sell and (2) preparation and service of these foods by thousands of unemployed.

By the end of this period the beneficial effects of the school lunch on the children had been so widely demonstrated and the schools had been so firmly established as a great, stable market for farm products that Congress continued to appropriate funds annually for the purchase of foods for school feeding. In 1946 the passage of the School Lunch Act established as a national policy federal assistance to schools for school feeding according to a formula and on a matching fund basis—through cash subsidy and through food purchased from the annual appropriation.

In 1952 federal, state and local sources provided \$415,000,000 for operation of lunch programs receiving federal subsidy. Of this the federal government supplied approximately \$95,000,000 in cash and in commodities. In 1953, 10,000,000 children will be served 2,000,000,000 meals in schools receiving this subsidy. In addition, in thousands of schools not

participating in the federal program—the exact number is unknown—lunch is available. Judging from several states in which figures are available, it may not be far wrong to suggest that almost half of the 30,000,000 school children obtain some part or all of their lunch at school.

During the 40 years of its most rapid development other factors have operated to affect the school lunch program. The great development in the science of nutrition has emphasized that good nutrition is essential to optimum health during the school years, which is the period of rapid growth, and that it is difficult, if not impossible, to ensure adequate nutrition without a good noon meal; also that good nutrition and the development of proper food habits in youth make for better health throughout life and can probably add years of active life to the life span.

More recent experiments suggest that certain diseases of middle and old age are caused by the nutritional deficiencies of childhood, and communities are coming to realize that it is less expensive to provide support for a good school meal, which can help to maintain the health of children, than to pay a hundred times as much per day later for the care of those children, then adults, as hospital patients.

### SIGNIFICANT STEP

Another factor has been the rapid replacement of one-room schools by consolidated schools and the bringing of children to school by bus. This means a long school day during which at least one nourishing meal is highly desirable. In recent years most school buildings, and virtually all buildings being planned, include provisions for the preparation and service of meals. A significant step in education has been the acceptance by schools of responsibility for the environment and activities of children for the whole school day and the realization that there is no more important environmental factor or school activity than the school meal.

New methods of teaching and the centering of learning on life experiences of interest and concern to the child have focused the attention of alert educators on the school lunch. No area of the school program offers wider opportunity for enrichment of the educational program. For example, school meals as a daily experience may

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Venus Moore and Hazel Siedhoff of the St. Louis County Harrison Home Culture Club use the Fireless Cooker to make possible penny luncheons in city and country schools and to popularize domestic science. The cooker was designed by Mrs. Frank deGarmo, Dr. Bryan's mother.

be used to interest pupils in food, the major concern of the majority of people in the world. With teaching adapted to the different grade levels, pupils may learn about foods—first, to know and to eat a wide variety; then to know their sources, local, national and international.

Think of the possibilities in teaching social sciences! Foods on the menu and in the storeroom on any day give a picture of the economic geography of many sections of this country and many areas of the world. Foods purchased in local markets may show a similar picture, as well as a view of the productive and economic activities of the immediate vicinity.

The production, handling, distribution and marketing of foods constitute the basic agricultural, transportation and business enterprises of the nation. Foods are major items in world trade. Our tariff policies concerning them affect our sales on other items to certain nations. Our national policy on price support for agriculture products may affect the stability of agricultural production; it certainly affects the prices of foods to all consumers.

The relation of food to the history of every nation adds fascinating material to be adapted to various levels by the able teacher. It may be the

story of the transoceanic travels of the Irish potato, or the beginning of civilization with the ability of men to grow a food supply that enabled them to live in one place. It may show the development of empires in the quest for food—one reason for the voyage resulting in the discovery of America was the attempt to obtain by a short route spices for preservation of foods; the wars arising as pressures of populations made it necessary to obtain additional sources of food; lack of food as the cause of revolutions; lack of a single essential food nutrient as the cause of loss of a battle, as at Gallipoli, and the presence of Vitamin C as the essential factor which permitted ships to sail long distances and thus to protect overseas possessions.

#### HISTORY AND FOOD

Somewhere in courses in history the whole world picture of masses of undernourished people, ready for any political philosophy that promises more than they now have, should be shown and the relation of adequate food supply to the economic and political stability of any nation. History teachers should explain Point Four and the Food and Agriculture Organization of the United Nations, and all other means of enabling countries to

produce or trade for adequate food. Study of the school feeding program involving hundreds of millions of dollars reveals amazingly interesting information concerning production of many foods on millions of acres of farm land, purchases for nutritional reasons or price support of more than two billion pounds of foods, legislation affecting packaging, storage and handling, support of local businesses, and employment of thousands.

#### STUDY OF NUTRITION

Primary emphasis should be placed on the nutritional purpose of the school lunch program and of the noon meal. The study of nutrition, beginning at suitable grade levels and combined with health education, chemistry, biology and bacteriology as it involves good sanitation in junior and senior high school, can well be oriented around and illustrated by the school meals. Through this study children should develop good food habits which will aid in establishing the sound physical health necessary for maximum school achievement and improved attendance and the good nutritive status essential to mental health. It is, of course, essential that meals be of optimum nutritional value, based at all times on the best scientific knowledge to date, as well as that they be attractive, palatable, inexpensive and graciously served.

The equipment of the cafeteria itself offers excellent material for use in physics and chemistry classes. Here we find such illustrations as the application of various sources of heat; use of electric power to operate motors carrying attachments on the armature shaft to make mixers, peelers and slicers; a centrifugal pump in the dish machine; levers; wheels; metals selected for specific chemical and physical properties, and refrigeration and ventilating systems involving the application of the physical laws of gases.

The lunchroom also provides work experiences which have educational value. It is a growing practice in public schools, as it has long been in many of our finest private schools, to arrange for each pupil to assist for some period in food service of a nature suited to his age and abilities.

The uses of the lunch experiences in mathematics classes—figuring costs of food, labor and other expenses; in business classes—keeping preliminary records and final accounts and learning stores procedures and the opera-

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tion of business machines; in English—writing for the school paper; in public speaking; in art, and, of course, in home economics classes are so well known as to require no amplification.

One of the most important uses of the room in which people eat together is that of providing social experiences. The modern school attempts to educate the whole child, to give him knowledge and skills that will enable him to become an emotionally stable, cooperative member of his society. The lunchroom provides him experience in meeting his fellows in a social situation and of learning to converse with them, to act as host, to be courteous, to have good manners, to assume responsibility for order, and to enjoy pleasant surroundings. This social experience may well be the tool which in later life enables him to use his knowledge and his skills successfully.

Lunchroom practices are being integrated with classroom teaching and other activities. Teaching in hygiene is emphasized by provision of hand-washing facilities at the entrance to the lunchroom. The dental clinic is less effective if fermentable carbohydrates are sold in the lunchroom or elsewhere in the school. Many high schools and most elementary schools have eliminated such items in lunchrooms and on school premises. The National Congress of Parents and Teachers, the American Medical Association, many dental associations, a Catholic bishop in one state, health departments, and many others have expressed themselves as opposing sale of items carrying minimum nutritional value for the money spent.

#### **HUGE BUSINESS**

For a program which has grown much faster than school enrollment, the lunch program finds itself in amazingly sound condition. A huge business spending hundreds of millions of dollars and serving billions of meals, as well as a valuable service feature, the school lunch program has established itself in thousands of schools as an integral and vital part of the educational program. It has only begun to scratch the surface of its opportunities; immediate demands are staggering.

There will be five million more pupils in our schools in the next three years. With the demand by parents that children, particularly in elementary grades, be fed at school, facilities must be provided in old and new plants to carry the new load. Skillful planning

by school administrators, school lunch directors, and architects will be required to serve the maximum number at minimum costs for building and equipment by means of staggered scheduling of lunch periods, multiple use of lunchrooms, service of food in the classrooms for small children, location of central kitchens in communities and counties, central preparation in large schools for near-by small schools, selection of equipment and storage space in line with new methods of processing and preparing foods (such as precooking, freezing and dehydrating), and consideration of rising labor costs.

#### **ADEQUATE MEALS NEEDED**

More children must eat an adequate meal at school instead of the snacks still purchased by many if we are to justify the food service from a health and education standpoint and aid in the elimination of malnutrition among school children in one of the few countries of the world in which all children can have enough to eat. The service of breakfasts at school for children and teachers who travel long distances will probably take place increasingly as the size of school districts increases.

Since the school lunch provides one of the largest, constantly increasing markets for farm products of good nutritive quality, it is not likely that federal aid of some type for purchase of such products will be withdrawn. Increased federal appropriations, however, are essential to meet the expanding demands at the same time that state and local funds are increased if prices of meals are to be kept within the purchase range of children. Studies show that participation decreases as prices rise.

More costs of the program must be borne by board funds. This is in line with its recognition as an educational function, and there is an increasing trend in many states toward assumption of many or all nonfood costs. Much state legislation permits this. It may not be surprising in the future to see all costs for lunches for all children who remain at school carried by tax funds, as is now done for the handicapped in most communities. Lunches may come to be considered as important for maximum functioning of the school dollar as are books.

The importance of a knowledge of nutrition by every person is coming to be appreciated. The surest way to provide this is to give this knowledge

to every teacher now in the classroom and in teachers colleges so that he will use it in his teaching according to his own skills. This practice, which has been undertaken by many teachers colleges, will surely be extended. Able teachers in every field are needed to develop new curriculum suggestions for utilizing the lunch, its foods, and its equipment for the enrichment of all courses and for the social experiences the meal hour can give in the development of personality.

The greatest need for the immediate future is the training of supervisory and research personnel at all levels. The supervision of school food service requires specialized training, which includes management, foods, nutrition and education plus experience in management; only about half of the states have directors or supervisors with such training and less than one-fourth of the 600 full-time school lunch employees paid from state department of education funds are professional home economists who can be expected to have this type of training. A similar situation exists at state and local levels. State school lunch directors estimate that more than 4000 persons, exclusive of those specializing in the financial aspects of the state programs, will be needed in the next four years.

#### **TRAINED PERSONNEL REQUIRED**

Failure to provide suitably trained personnel who can assist in organizing, developing and integrating the program and who can advise on space, layout, equipment and management problems will result in incomplete utilization of opportunity or perhaps more serious situations. Cooperation of colleges offering suitable training plus apprentice training and experience provided by local, state and federal agencies will be required if even minimum demands are to be met. Such supervisory personnel should have certification equivalent to that of other educational personnel with comparable responsibilities; already this is provided in several states.

It is evident from this summary of the past, present and possible future of school feeding that the acceptance and the success of every phase of the school lunch program depend upon administrators, teachers, parents and other taxpayers. And if we are to make the most of this challenging educational opportunity, the complete support of school staffs and the cooperation of all concerned are essential.



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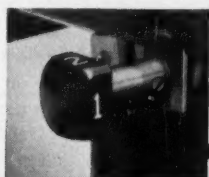
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Postwar schools have been planned to function with less need for the classroom teacher to participate in adjustments to those items that make for



F. R. Scherer

### FRANCIS R. SCHERER

Superintendent of School Buildings  
Rochester, N.Y.

physical comfort and health. The custodial staff, on the other hand, takes over from the contractors the equipment and controls that require an understanding and know-how considerably broader than that required for the prewar school plant.

The days of the school "janitor" have gone. This is the era of the operating engineer. This seems to be a step in the right direction as far as the pupils and taxpayers are concerned, for a well informed operating staff can keep the equipment in working order, with the result that children need not be denied the benefits intended by the designer.

The taxpayer benefits from an efficient and economical operation based on the experience of skilled operating personnel. Some memories will be sufficiently long to recall the era of unused mechanical equipment in schools, sometimes traceable to the inability of the operating staff to make the necessary adjustments and repairs to keep it in running order.

Operating costs and maintenance costs are geared somewhat to the capital investment in the plant. In selecting materials, surface finishes, furniture and equipment for the building school designers are alert to the attendant problems of housekeeping and operating chores. They seek durability because of the cleaning processes that will be necessary over the years to maintain a clean and wholesome building. In similar manner, the various mechanical equipment and services are selected with an eye not only on the initial cost but on economy in the recurrent costs of repairs and replacements that lie ahead. In general, the building construction outlasts the mechanical equipment and services; therefore, even greater attention should be given these mechanical items inasmuch as their repairs and replacements can be extremely costly. Efficiency and economy in operation must likewise be weighed against initial outlay. The weighing process usually consists of simple economic studies at the time of building planning. Many opportunities are afforded to earn substantial returns on relatively small increases of investments.

Those having new plants will have a few years before their problems of operation and maintenance become appreciable; this is somewhat analogous to buying a new automobile, which



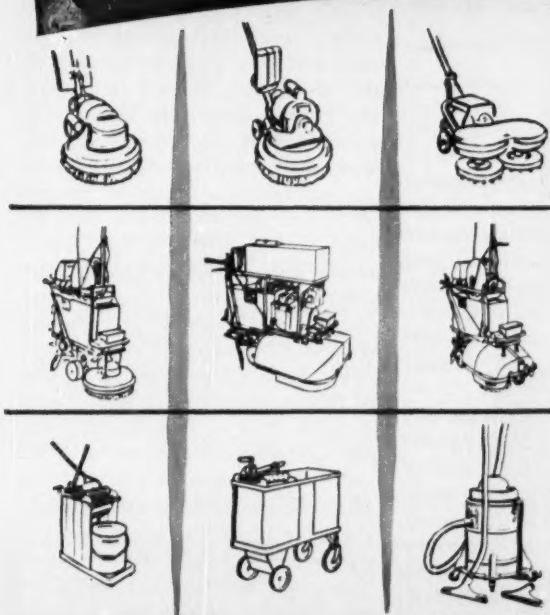
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goes through its early years with relatively little need for outlay but, as age increases, operating and upkeep costs mount. Unfortunately, however, the advantage of turning in on a new model doesn't hold true for school plants.

In the years ahead, current expense budgets will have to include amounts for operation and maintenance that more nearly reflect the replacement value of the plant. This is especially true in maintenance, where studies over many years in several school systems show that the average annual cost to keep school plants in a reasonably good state of repair varies from 1 to 1¼ per cent of the cost of the building and equipment at its reproductive value for the maintenance year in question. This, of course, means an average annual outlay. The value of a continuing sinking fund for financing maintenance so as to meet the peak points of major maintenance would be a fine working arrangement and, if legal, would make for fewer impacts on remaining portions of the budget. Without some such arrangement it can be expected that prudent maintenance programs will suffer upon occasion to meet demands of other essential budgetary expenses in those years when only a lean budget is available to meet the entire needs of a school system.

As yet no one has come forward with a maintenance plan or procedure any simpler of execution or less costly than getting on to a "preventive basis." There is much to the old saw "a stitch in time saves nine." Thorough and periodic inspections by qualified persons, followed by early action to repair or remedy defects, not only will result in lower maintenance costs but will be far reaching in sustaining the morale of the entire school staff and will make for better teaching conditions.

#### IN-SERVICE TRAINING

The problem confronting school business administrators in these days of peak employment is that of finding competent operating people. Maintenance personnel is frequently recruited from those skilled in the building trades or those who have worked as master mechanics. But operating personnel, as distinguished from maintenance personnel, is somewhat more difficult to recruit since those of the operating staff that have to do with heating plants and the mechanical

services are, as a rule, not so readily available on the labor market as are building mechanics. Many of the larger school systems, therefore, have had to adopt a plan of recruitment and in-service training. Part of such in-service training would be learning-by-doing in the schools by assignment under certain operating people. Where practicable, this should be paralleled or followed by supplementary courses in the adult education program of evening, extension or correspondence courses, throughout the various courses in operating engineering until the men achieve the status they desire. The ultimate objective should, of course, be to possess the highest class of stationary engineers' license available in the area.

At the recent annual meeting of the Association of School Business Officials, in a group discussion with several of the men who head the operation and maintenance sections of their school systems, the consensus seemed to be that some kind of an on-the-

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**Recruitment, on-the-job training, and adequate salaries are essential to attract competent men and keep them in the public schools' custodial services.**

---

job training system was essential if school systems were to keep competent men in the custodial service and also that the salary brackets would have to be such as to attract and hold good men. The question arose as to what can be done by the smaller community that needs an operating personnel fully as competent as that required by the larger school systems.

Opinion seemed to favor some plan by which schools could band together on a county or regional basis and arrange for occasional or periodic group meetings or seminars, meeting at each of the member schools in turn to discuss items and problems of common interest. Sales engineers and others grounded in the various types of equipment could be invited in as guest speakers to discuss the problems with the group, and thus several schools would be well served at one time.

State departments of education might include in their building divi-

sion advisory services on operating and maintenance problems to a sufficient depth to permit occasional field inspection trips on a request basis. In several states during the postwar years summer sessions for the operating engineers have been conducted and have proved successful. Head custodians and operating engineers who attended have carried back to their schools much that has improved services and have so repaid the cost of attending that school many times over.

#### REFERENCE LIBRARY

In the head custodian's small but pertinent reference library there should be, of course, the catalogs and instruction manuals from the manufacturers of the various types of equipment to be found in the school. A growing trend, and a most commendable one in my opinion, is the production of a handbook covering the operation of the particular school in which it is found. The preliminary draft of such a handbook can be made by the head custodian and his assistants and subsequently checked and edited by the supervisory staff. Such handbooks would be invaluable in any sudden emergency that prevented the regular operating personnel from reporting for duty.

School systems which are not sufficiently large to retain any technical staff might find it advantageous to have from time to time a checkup on the performance of the building and equipment and the care it is getting, presumably by the architect and mechanical engineer who did the designing and specifying. Such an arrangement, presumably on a per diem fee basis, would assure a school administrator that his school system's large investment in plant is being prudently managed and that the designer's estimate of the performance and deterioration is not out of balance as a result of neglect or oversight. It is a good thing to keep on file in the school administrator's office the names of the architect and engineers who made the plans and specifications and supervised the building of the school; also the names and addresses of the contractors, of the subcontractors, and of the manufacturers of the more essential pieces of equipment, including model numbers, for future correspondence in the matter of repair or operating difficulties. Such records are certain to become exceedingly valuable with the passing of time.

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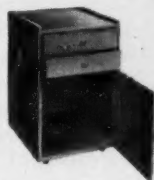
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## MORE FEDERAL AID

**B. P. BRODINSKY**

Author of *Wire From Washington*  
Washington, D.C.

**H**ARDLY an educator in Washington knows what it takes to work with a Republican administration.

The men and women who head educational organizations in Washington today have known nothing but the climates of the New Deal and the Fair Deal, both of which have publicly proclaimed warm interest in public education.

Now educators in Washington have to work and live with a Republican administration and a Congress which, while virtually split in the middle between the two parties, will be dominated by Republican leadership.

What disturbs federally-minded educators is that the Republicans won on a

platform which covered education in 41 words: "The tradition of popular education, tax supported and free to all, is strong with our people. The responsibility for sustaining this system of popular education has always rested upon the local communities and the states. We fully subscribe to this principle."

### WHEN REPUBLICANS ARRIVE

When the Republicans take over Washington in January they will find evidence that during the last 20 years the federal government has waded waist-high into education and currently is spending \$4,000,000,000 a year for education.

The Republicans may disapprove of such depression-bred excursions into education as (1) the Civilian Conservation Corps, (2) the National Youth Administration, and (3) the W.P.A.-financed radio and forum projects carried on by former U.S. Commissioner of Education John W. Studebaker.

But the new administration cannot ignore the fact that federal support of school lunches has been hailed by many as a great step forward in nutrition education and school administration. Here is an unmistakable New Deal experiment, called socialistic by many G.O.P. partisans. Is it to be tossed out? Is it to be continued and expanded? Or—and this is a possibility—are appropriations for school lunches to be slowly reduced until federal support dries up entirely within a few years?

Nor can the new administration minimize the obligation of the national government to schools in federally-affected districts. Through Public Laws 815 and 874, the Congress admitted that the federal government has responsibility to

help schools overburdened with enrollment as a result of U.S. activity. Although some Republicans saw in these bills a form of federal aid through the back door, others gave full support to these measures.

The flowering of educational activities and legislation in Washington during the last 20 years has brought many a U.S. departmental finger into the educational pie. Even the Hoover Commission for the Reorganization of the Executive Branch could not count how many bureaus had direct dealings with school administrators. The Civil Aviation Administration dabbled in "air-age" education; the Treasury Department promoted "thrift" education; the Interior Department pushed conservation education. It was the policy of most bureaus to bypass the U.S. Office of Education just as it was their policy to try to bypass the state departments of education.

Nevertheless, the Office of Education did manage to get a number of important jobs in recent years. It helped make available surplus war property to schools and colleges after the war; it helped get scarce metals for school construction after Korea; it is administering grants to war affected school districts, and, finally, it is taking a leading rôle in the exchange of teachers and other educators between the United States and other countries.

These jobs have served to give the Office new status, more employees, bigger budgets—all of which served to give goose pimples to many Republicans. They see in a strong Office of Education the beginnings of a centralized system of education. They want the Office to return to its "historic" rôle of collecting and disseminating facts and figures about schools and colleges.

Today, the Office is in the Federal Security Agency, a strictly New Deal creature, headed, until January 20, by a Fair Deal advocate, Oscar Ewing. Mr. Ewing is packing his brief case, but will his agency continue to live? Will the Republicans create a new Department of Human Welfare as proposed by the Hoover Commission (which apparently did not shudder at the word "welfare") and place the Office there? Will they set up an independent national board of education? Or will they return the Office to the Department of the Interior where it was when Mr. Roosevelt came to the White House?

Another agency the Republicans may

At the Supreme Court building, the justices are restudying segregation in the U.S. public schools.





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want to reevaluate is the National Science Foundation. This controversial office was created with reluctance by the Congress. It did so only under the spur of the Truman administration. During the next four years the Foundation may be slowly "eased out" of existence unless the new administration is convinced of its value in stimulating new research power for the military.

Social security has presumably been taken out of the controversial column. But there is still the question of expanding coverage so as to include a million teachers and other educators. The change in Washington comes when conviction grows among educators that local and state pension plans can be safely supplemented by a universal system of protection run by the federal government. But it is not likely that the Republican leadership will be in a hurry to expand social security, even if educators decide to accept this additional protection.

The greatest educational acts of the past quarter century have been the G.I. Bill of Rights of 1944 and 1952. These will remain on the statute books as monuments to the wisdom of Congress. No Congress, even though pledged to tax cutting and economy, will seek to trim many dollars from this educational enterprise.

#### IN THE DEEP FREEZE

The most publicized debates of the last 25 years—in Congress and out—have centered first on federal aid to education for operating costs and then on federal funds for college scholarships. Each of these measures has been urged by the Democrats for many years, but the measures got nowhere. They will remain in the deep freeze for some time.

Federal aid to education has probably been overemphasized and overpublicized. The N.E.A. has poured vast amounts of money and energy into its yearly campaigns for federal aid bills. It is now evident that the interest in federal aid flared brightest only at the Washington headquarters; that there was only a smoldering interest among teachers and school administrators, and that there probably was least interest among the people.

What the people want they generally get, Charles Evans Hughes once said. When the people wanted steel for school buildings in 1952, they flooded Congress with demands and Congress responded quickly. It is true that Congress has also been bombarded with requests for federal aid to education. But these have for the most part been artificially stimu-

lated from Washington. Seldom was there a groundswell demand for federal aid which began with the people. When demand did appear, it was engulfed by religious controversy.

It would appear, then, that Congress had good reason for withholding approval for the unending series of federal aid bills that were tossed into the hopper year after year. Now the Republican party has won an election without saying one word about federal responsibility for education. Mr. Eisenhower is personally opposed to general aid for all states but has said needy states should be helped to build schools "but only if a state is doing its utmost."

The N.E.A. knows these hard facts. Hence, there will be no traditional federal aid bill for Congress this January. N.E.A. Executive Secretary William G. Carr has announced the entire question will be studied and restudied. A long period of marking time is ahead.

Federal scholarships have been a favorite with the Roosevelt and Truman advisers. However, when Congress goes to work in January, Rep. John Taber (R.-N.Y.) will be head of the House appropriations committee. Mr. Taber said in November that he will block any new programs calling for more federal dollars. This will mean trouble for Washington educators who will want scholarship legislation—or for that matter legislation seeking aid for school construction, expansion of vocational education, aid for public libraries, or youth counseling services in public employment offices.

#### TIDELANDS OIL OUTLOOK

But the Republicans will have to accept two facts of present-day economics which were not so pressing when the G.O.P. was last in power. First, the federal government takes a larger share of the people's income through federal taxes. Second, the government owns, and therefore leaves untaxed, vast amounts of property located within the states and local communities. In turn, therefore, the government has an obligation to help support services the people need. If federal dollars, obtained through taxation, are not to be used to help pay for public education, what other sources may be tapped for this purpose?

The wealth lying under the ocean floor has been suggested. President Truman, Senator Lister ("Oil for the Lamps of Education") Hill of Alabama and the C.I.O. have argued that the offshore oil claimed by Texas, Louisiana and

California really belongs to the people of the 48 states. They proposed that the U.S. Government take title to these resources and use part of the revenue to help pay for public education. But Mr. Eisenhower leaned toward the states' ownership point of view. And that view helped put Texas, and probably California, in the Eisenhower column during the 1952 elections. Hence, it is not likely that revenue from this national resource will be used for public education in the near future.

#### UNDER A NEW NAME

The government may take on few new educational assignments during the next four or eight years, but no one assumes it will pull out of the educational scene. The Defense Department will continue to pass out millions of dollars to colleges and universities for research (and in a minor key will continue its giveaways of surplus and obsolete property to public schools). The army, navy and air force will continue their vast job of schooling men and women in uniform—here and abroad. The State Department will continue its educational exchanges, support for UNESCO, and for the Voice of America—even though none of these is dear to the heart of Republicans. The Point Four Program will get a new name to disassociate it from the Truman speech which first proposed it, but technical and educational aid to underdeveloped countries will continue.

And at least one arm of the federal government will continue its work outwardly unconcerned about politics and parties. The U.S. Supreme Court is re-studying segregation in American public schools. In previous cases, the court has already forced a change in higher education—by ruling that Negroes may attend graduate schools supported by public taxes. Now the court has concluded hearings on segregation in public schools in Clarendon County, South Carolina; Topeka, Kan.; Virginia, and the District of Columbia. Some expect that its rulings will be decisive—in favor of ending separation of the races in public schools.

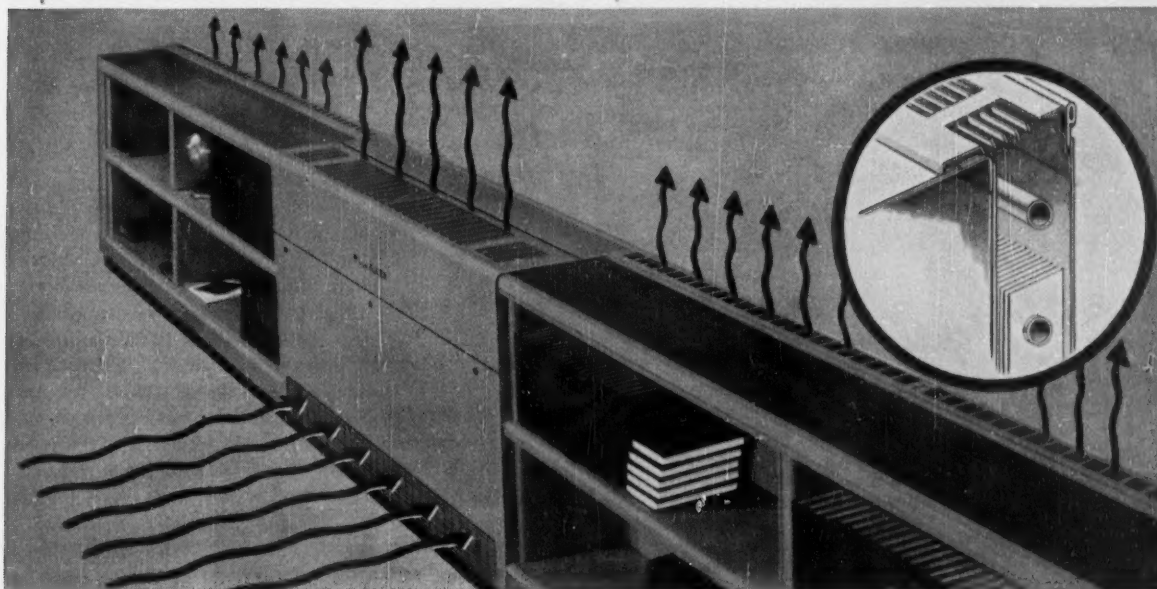
The rulings of the Supreme Court may affect public education more deeply during the next four or five years than the actions of the legislative and executive branches of the government. This will hold true only if the peace is not broken. Should war come, Washington will again move deep into the territory of education—regardless of which party is in power.

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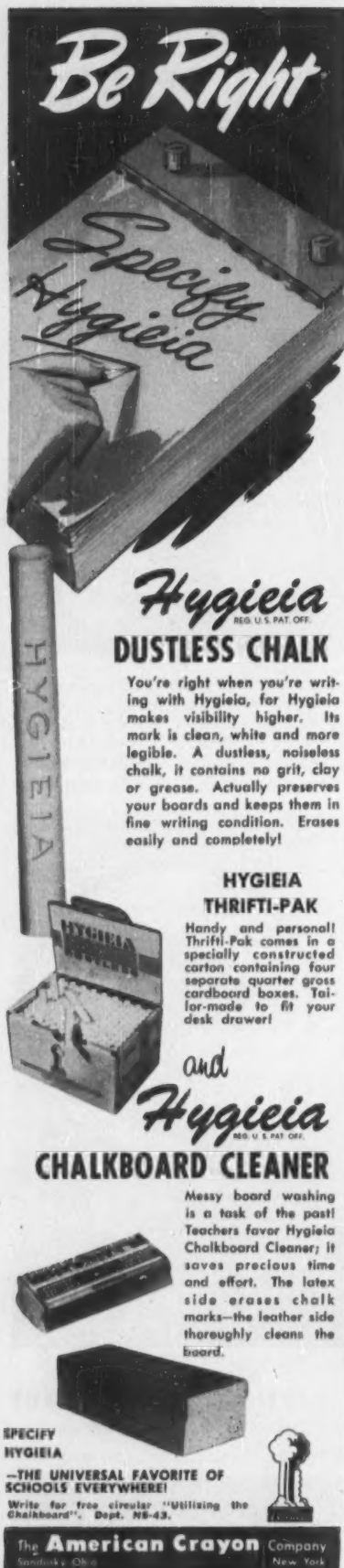
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## ABOUT PEOPLE—TWENTY-FIVE YEARS AGO, Cont.

(Continued From Page 12)

President Calvin Coolidge spoke at the sesquicentennial celebration at Phillips Academy, Andover, Mass., on May 19. "Because the affairs of his country have been progressing satisfactorily," Mr. Coolidge said, "the citizen may think nothing can change their course. Such is not the case. When the country makes progress it is because someone gives it careful attention and direction, and because the people are contented, industrious and law-abiding, and as a whole are discharging their duties of citizenship."

Earl O. Liggett, principal of Freeport High School, Freeport, Pa., for the last six years, recently resigned to become supervisor of schools at Bridgeville, Pa.

L. N. Neulen has been elected superintendent of schools at Champaign, Ill., taking the place of W. W. Earnest.

Mr. Neulen has been supervisor of teachers at Champaign for a year. Before that time he was a high school principal in towns in Minnesota and in North and South Dakota.

W. F. Hall has been appointed state rural school supervisor of Arkansas to succeed H. L. Turner, resigned.

Thomas Warrington Gosling, superintendent of schools at Madison, Wis., has been named school head at Akron, O.

Virgil L. Flinn, principal of Ripley High School, Ripley, W. Va., has resigned.

O. S. Hubbard has been appointed superintendent of schools in Fresno, Calif., succeeding Walter R. Hepner, who is now superintendent at San Diego.

C. V. Courter, superintendent of schools, Oak Grove, Flint, Mich., has been named superintendent of the public schools of Dayton, Ohio. Mr. Courter succeeds Paul C. Stetson, who has gone to Indianapolis as head of the school system there. Before he became superintendent at Flint, Mr. Courter was principal of the high school.

William J. Bogan has been named superintendent of Chicago schools to suc-

ceed William McAndrews, ousted last year by Mayor "Big Bill" Thompson.

David E. Weglein, superintendent of schools in Baltimore, has been appointed associate professor of education at Johns Hopkins University.

Dr. Weglein has been associated with the Baltimore public schools most of the time since 1897, when he became assistant superintendent of elementary schools; he has been teaching at Johns Hopkins since 1917. Before that time he taught at the Baltimore Teacher Training School and Baltimore City College.

Dr. John J. Tigert, for the last seven years U.S. commissioner of education, has resigned, effective September 1. President Coolidge has not appointed his successor. The name of William John Cooper, superintendent of public instruction for California, is being mentioned for the post.

Dr. Alexander G. Ruthven, director of museums, University of Michigan, has been appointed dean of administration of the university, succeeding Dean Edmund E. Day, resigned.

George Melcher, assistant superintendent of schools, Kansas City, Mo., has been appointed superintendent, succeeding I. I. Cammack, who becomes superintendent emeritus.

George A. Rice, professor of education, University of California, has been appointed principal of the University High School, succeeding Frank Boren.

Paul J. Misner has been named principal of the Roosevelt Laboratory School at Michigan State Normal College. For the last three years he has been assistant director of the extension department of the college. He formerly was superintendent of schools at Otisville, Mich.

Harry S. Ganders, professor of educational administration at the University of Cincinnati, and C. E. Reeves are the authors of a new book called "School Building Management." Prof. Ganders received his doctor's degree from Teachers College, Columbia University, two years ago.



David E. Weglein



L. N. Neulen



C. V. Courter



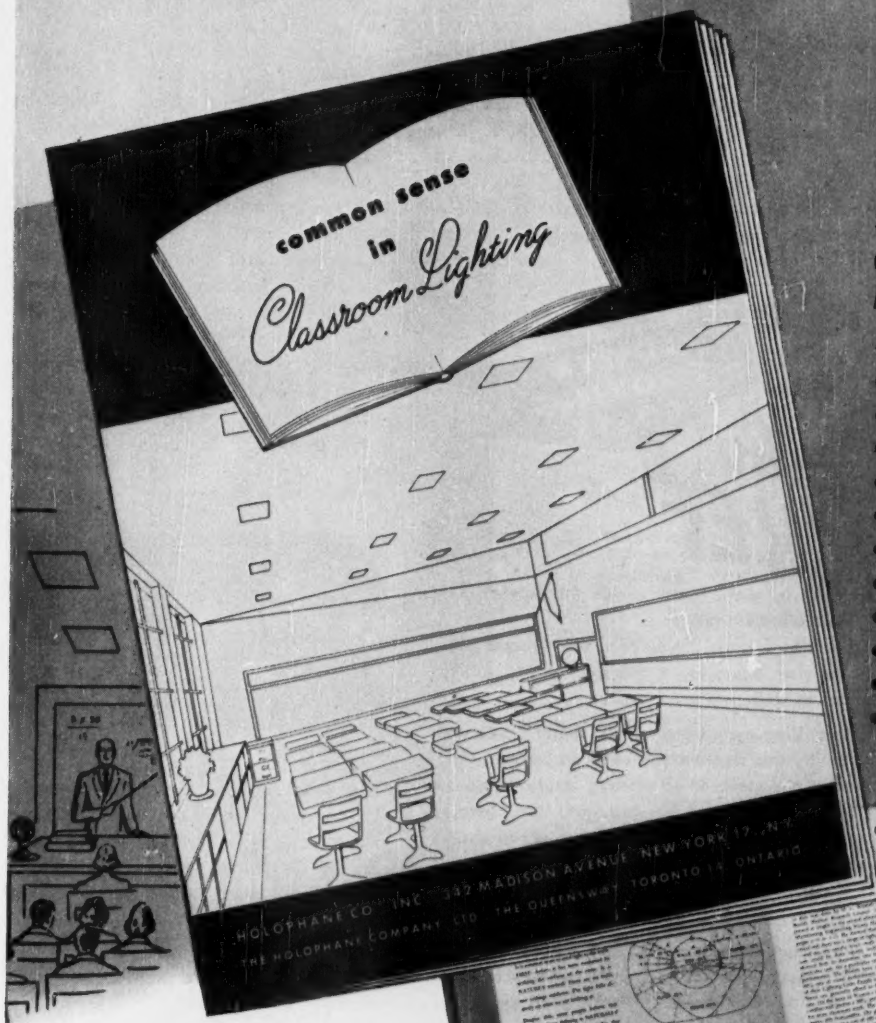
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## ABOUT PEOPLE—TWENTY-FIVE YEARS AGO, Cont.

Henry H. Hill has resigned as superintendent of schools at Walnut Ridge, Ark., and is studying for a doctor's degree in education at Columbia University.

Supt. S. O. Hartwell of St. Paul, in a general statement just issued by the Bureau of Education, U.S. Department of the Interior, gives the results of tests in platoon (work-study-play) and non-platoon schools in spelling, arithmetic, reading and language. "There was a clear advantage in platoon schools over

the other schools not only in the general curve for each subject but in practically three-fourths of the grades, subject by subject."

C. E. Chenoweth is the new superintendent of schools at Bakersfield City, Calif.

Herold C. Hunt, who resigned as principal of St. Johns High School, Baraga, Mich., to become assistant cashier and trust officer of the St. Johns National Bank, has been succeeded by Walter R. Cleminson, who formerly was the prin-

cipal of the consolidated high school at Baraga.

Helen Heffernan, chief of the division of rural education, California State Department of Education, spoke on supervision at the Department of Superintendence convention in Boston.



Helen Heffernan

On the same program on rural education, Julian E. Butterworth, professor of education at Cornell University, gave a paper on rural school administration.

M. V. O'Shea, professor of education at the University of Wisconsin and editor of *The Nation's Schools*, has completed a survey of the educational system of Virginia.

Supt. Milton C. Potter of Milwaukee told the N.E.A. convention in Minneapolis that "city schools today offer country school units the services of

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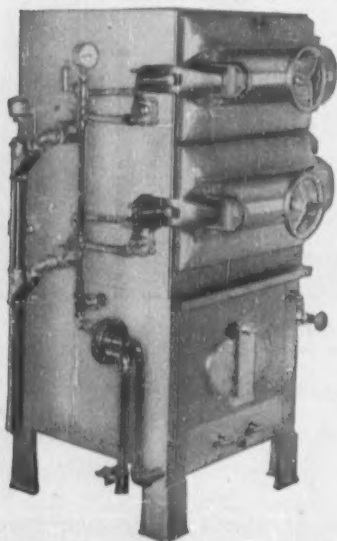
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laboratory and experimental stations. Urban communities can be of financial aid to country schools as well. Taxation on the centers of wealth is the answer to this situation rather than taking away from the city school systems any of the present funds." W. W. Theisen, assistant superintendent of Milwaukee schools, is teaching in the summer school at the University of Wisconsin.

Worth McClure, professor of elementary school administration at New York State Teachers College, Buffalo, will teach at the summer session at Stanford University this year. Mr. McClure is a former high school principal and assistant superintendent at Seattle, Wash.

Dr. Sidney B. Hall has resigned his post as state supervisor of secondary education for Virginia to accept a position on the faculty of Peabody College.

Homer W. Anderson, assistant superintendent of schools, Denver, had the honor of providing the lead article in the first issue of *The Nation's Schools* (January 1928). His subject was "Equipping the Classroom for the Pupils' Needs." Mr. Anderson called attention to the trend toward unilateral lighting,





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## ABOUT PEOPLE—TWENTY-FIVE YEARS AGO, Cont.

long and narrow classrooms, and movable seats.

Willard E. Goslin is resigning as superintendent of schools at Slater, Mo., to become principal of Lockwood High School, Webster Groves, Mo. He plans to take graduate work in school administration at Washington University.

E. E. Oberholtzer, superintendent of schools at Houston, Tex., will be a headliner at the annual meeting of the National Association of Public School

Business Officials convention in New Orleans in May. His subject is "The Superintendent and Business Manager in Cooperative Service."

Samuel Engle Burr is director of research for the Lynn public schools, Lynn, Mass.

Virgil M. Rogers has resigned the high school principalship at Delta, Colo., and is now director of secondary education at the Western State College of Colorado.

William G. Carr, professor of education at Pacific University, Forest Grove, Ore., has become director of research for the California Teachers Association.

Roy W. Cloud, formerly superintendent of schools, Redwood City, Calif., has been named secretary of the California Teachers Association, succeeding Arthur W. Chamberlain. John Gill, vice president of the Redwood City High School, has been appointed superintendent of schools.

James F. Hosis, editor of the *Journal of Educational Method*, was elected president of the Educational Press Association of America at its luncheon meeting February 28 in



James F. Hosis

Boston. Speakers were Rollo G. Reynolds of Horace Mann School, New York City; A. E. Winship, editor of the *Journal of Education*, and Joy Elmer Morgan, editor of the *Journal of the National Education Association*.

Alice Barrows has been appointed specialist in school buildings in the city schools division of the Bureau of Education, U.S. Department of the Interior. Miss Barrows has conducted some twenty school building surveys during the last six years, the most recent being at Portland, Ore. The 15 year building program recommended by the survey has been adopted by the Portland Board of Education and is now being carried on.

Dr. Max Mason, president of the University of Chicago for the last three years, has been named head of the division of natural sciences of the Rockefeller Foundation. Frederick C. Woodward, vice president, will serve until Dr. Mason's successor is appointed. If Robert M. Hutchins, dean of the Yale Law School, should be chosen from among those being considered, he would be the youngest president ever to head a major university.



Robert M. Hutchins

Dr. Walter Damrosch and the New York Symphony Orchestra have completed arrangements with a radio manufacturing company for the broadcasting of a series of 24 educational concerts. The first of these will be broadcast in October. A system of 28 stations cover-

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## ABOUT PEOPLE—TWENTY-FIVE YEARS AGO, Cont.

ing the entire country will carry the programs.

David Gordon of New York's Lower East Side, a Zona Gale scholar at the University of Wisconsin, has been sentenced to three years in prison or the reformatory after his poem "America" was judged obscene by the New York courts. The poem was published two years ago in the *Daily Worker* and condemned existing economic conditions in America. Gordon's parents emigrated to

America from Russia when he was 2 years old. The *NATION'S SCHOOLS*, commenting editorially on the incident, suggested that if Gordon had been paroled to the university instead of being imprisoned justice would have been better served.

Mrs. Evangeline Lindbergh, teacher in the public schools of Detroit and mother of Col. Charles A. Lindbergh, was presented with a certificate of life membership in the Department of Superintend-

ence at the Boston convention on March 1. Colonel Lindbergh accompanied his mother to Boston and they were guests at many social functions during convention week.

Willis A. Sutton, superintendent of schools of Atlanta, Ga., is already hard at work on plans for accommodating and entertaining the delegates to next year's convention of the National Education Association. The dates for the meeting are June 29 to July 5.



Willis A. Sutton

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## MEGASCOPE

(Continued from page 8)

The community school idea is no longer debatable. Solutions for broad community use of facilities are still in the making as Simpson, Hammon and MacConnell agree.

It is encouraging that experts are concerned with reducing building costs. Williams, Rolfe, Page and Daniel all give this high priority. At two points, however, I noted a sinister implication that larger classes may be a major cost-reducing factor. This is dangerous ground for architects.

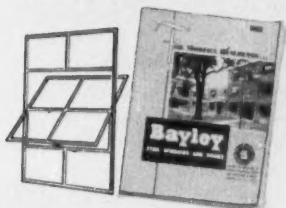
**Plant Check-Ups, Too.** Francis Scherer's emphasis on the relationship of operation and maintenance to planning and construction (p. 100) fits well with the portfolio on tomorrow's school. I like his suggestions for check-ups on plant efficiency and for complete records on each unit.

**Open the Sluiceways.** In many places effective school-community cooperation is lacking because administrators can't bear to think of opening the sluiceways of criticism. But as Paul Misner indicates (p. 59), a good beginning has been made. The next 25 years may be characterized as the era of broad-gauge cooperation if administrators measure up to the need for leadership.

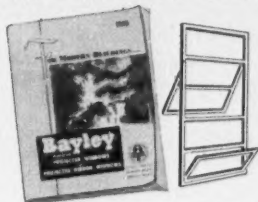
**No Royal Road.** How administration has outstripped legal codes is clearly shown by Lee Garber (p. 73). He has selected by all odds the most critical areas: finance, personnel and district organization. Too bad that there is no royal road to modernizing school codes. It takes a lot of hard and ceaseless work by individuals and groups.

# Where the other services also count - it's always BAYLEY WINDOWS

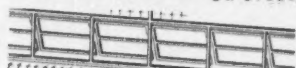
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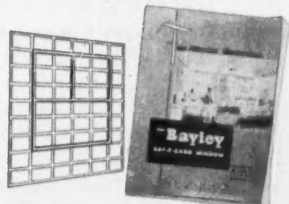
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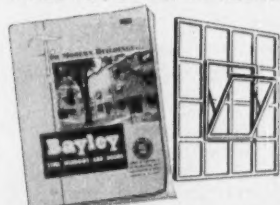
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## Letters From Charter Subscribers

(Continued From Page 10)

are good things in practice other than the things one is actually doing. Above all things, a young administrator must have an open mind, which has a direct line to the heart, to get best results, and this is a perpetual motion program. There is never a time and place to stop for rest. It is like running a foot race. If one stops, he loses out and never catches up.—H. L. FOSTER, former superintendent, Longview, Tex.

### I'd Make the Same Choice

This is my thirty-fourth year in education. All of my experience has been in the same school system. If I were to do it all again I would make the same choice, the profession of education.

I have been a teacher, an assistant principal, a principal and a superintendent. My life has been a happy one.

In March of 1919 I was discharged from the navy. Until school started the following September I worked in a shipyard. I did not like it. Each working day as I awoke I said to myself, "Gee, now I have to spend an-

other day there." When I started teaching I loved it. Teaching is fun. I remember saying to myself one day, "And they pay you for this!" Each morning as I awakened and thought of the day ahead I said to myself, "Hot dog! Another day of school. I love it." It has been that way ever since. Serving youth is fun. I have thoroughly enjoyed working with my fellow school employees. They are a grand group. But best of all is being associated with youth, from the youngest to the oldest.

My greatest joy, I think, is to pass boys and girls on the street and get their greetings. Perhaps it is a "Hi, Mr. Hanawalt," with a contagious smile, a sparkle in the eye, and an enthusiastic wave of the hand. It's wonderful; they inspire me.

If I were to do it again I would choose the same.—PAUL B. HANAWALT, superintendent, Puyallup, Wash.

### Golden Age for Administrators

I have enjoyed immensely my association with the fine school people of our state, and I am glad that I had an opportunity to work with people interested in public education—in

setting the pattern and charting the course for education in our state, and perhaps for influencing education in the entire nation.

There are many problems yet to be solved, and much work yet to be done, and there will be men who will measure up to the full responsibility for leadership. However, I have a feeling in my heart that it has been my privilege to live in the Golden Age for school administrators, and I am glad that I had the opportunity to spend 30 years in the interest of public education. I may add that I plan to spend many more!—F. L. MOFFETT, superintendent, Center, Tex.

### Bigger and Better

My own professional career began two years before The NATION'S SCHOOLS. As a charter subscriber and continuous reader ever since, I have eagerly looked forward to each new issue. Through its pages each month I have kept abreast of educational developments throughout the country and have learned about new and promising practices in school administration.

Through its forward-looking policies its editors have been free to discuss current issues without fear or favor. This has given the magazine a vitality that otherwise would be lacking.

I count it a rare privilege to have been a student of and later associated with Dr. Arthur B. Moehlman, who for years served as editor of The NATION'S SCHOOLS. I admired his keen insight, knowledge of sound administrative principles, and courage in discussing controversial topics. His wise counsel, friendly advice, and occasional sharp spoken word did more than anything else to inspire and challenge me to face my own administrative problems in the same fearless manner.

I congratulate The NATION'S SCHOOLS on rounding off the first quarter of a century. Today it is bigger and better than ever before. May I be around when you celebrate the next 25 years!—EDMUND H. THORNE, superintendent, West Hartford, Conn.

## Griggs

### Modern School Seating

Griggs Skyliner Chair Desks are the finest in movable classroom furniture. Their modern design provides classroom seating of exceptionally beautiful appearance, genuine comfort, convenience and built of the finest quality materials for great durability.



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Dearborn Public Schools, Dearborn, Mich.: Pp. 49, 50, 51.

Encyclopædia Britannica Films Inc., p. 62.

Paul Saettler Collection, Pp. 90, 91, 92.  
N.E.A. Journal, p. 104.



As a special feature of Wilmette's new Logan School, each classroom has a Crane sink with built-in work counter and shelf-storage space. Architect: Childs & Smith, Chicago; General Contractor: Axel Johnson, Chicago; Plumbing Contractor: Dearborn Plumbing & Heating Service, Chicago.



## Long range school planning pays off for Wilmette, Illinois



Kindergarten cloakroom and lavatory have Crane child-height fixtures.

Back in the early years of the war, Wilmette school authorities began planning for the strain on classroom facilities which they felt sure was coming. And it came. An elementary school population of 1,558 in 1941 grew to more than 2,200 by 1952.

Yet, as the result of a continuing building program, Wilmette schools today provide plenty of space and modern equipment for all students.

Latest addition to Wilmette's educational plant is the Logan Elementary School, a 3-unit building that accommodates over 500 students from kindergarten through 6th grade.

Classroom sinks, lavatories and toilet facilities are all by Crane—each piece as modern as the new school it serves.

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## wire from Washington

### Conflict on accreditation

► The 60 day old National Council for Accreditation of Teacher Education is pitting its strength against the 1000 member National Committee on Accrediting. The former was organized by educators in November, to raise standards of teacher preparation; the latter was organized by college officials several years ago to control the activities of professional accrediting agencies.

Subcommittees from the two groups are meeting in an effort to "find common ground." The fact is that the National Committee on Accrediting is unhappy about the founding of the teacher education accrediting council. The council, in turn, is determined to stay in business.

The council's announced goals are to formulate standards for teacher preparation and to see that all institutions preparing teachers "have programs, facilities and other resources adequate to ensure professional competency." This, in part, is what makes the college officials unhappy. They fear the new accrediting group as one more unit "trying to tell us what to teach."

The subcommittees from the two accrediting organizations are reported to be seeking an agreement under which the teacher education accreditation council will work out standards but the application of these standards is to be left to the regional accrediting associations.

Waldo E. Lessenger of Wayne University was elected chairman of the new council; Edgar Fuller, executive secretary, Chief State School Officers, was named secretary-treasurer.

### No "socialistic schemes"

► The nation's philanthropic and educational foundations are not fostering "socialistic schemes."

This was the opinion of nearly all witnesses who appeared before the Cox

committee investigating foundation activities. Witnesses included Henry Ford II and Paul Hoffman of the Ford Foundation; Vannevar Bush of Carnegie Institution; William Myers, agricultural expert with Cornell University, and Robert Hutchins, former chancellor of the University of Chicago and now vice president of the Ford Foundation.

The witnesses emphasized that foundations are using their money for "bold and imaginative actions" to promote education, medicine, basic research, and, in some instances, citizenship education and world peace.

Rep. Eugene Cox (D-Ga.) had initiated the inquiry in response to what he said was widespread belief that foundations are supporting "un-American thinking, writing and research."

### Top 1952 educational events

► Reservation of 242 television channels for exclusive use by schools and colleges is the top educational event of 1952, according to B. P. Brodinsky's annual compilation of the 10 major events, based upon opinions of editors of education magazines. Mr. Brodinsky is Washington correspondent for *The Nation's Schools*.

"The action of the Federal Communications Commission in setting aside the TV channels for education has been compared in importance to the Ordinance of 1785, which made available public lands for public school systems," Mr. Brodinsky said.

Other major educational events of 1952 follow:

Congress enacted the Veterans Readjustment Assistance Act of 1952, also known as the Teague-Rankin Bill, or the G.I. Bill No. 2. This measure has been hailed as a vast improvement over the first G.I. bill, fairer to the veteran, easier on the taxpayer.

The U.S. Supreme Court undertook to decide the legality of segregation in public schools. It heard cases involving

segregation in Delaware, Virginia, the District of Columbia, Kansas and, most important, South Carolina. (In a related event, South Carolina voted to abolish its public school system should the Supreme Court rule against segregation in the schools.)

The National Council for Accreditation of Teacher Education began its work. If the promises of this agency are fulfilled, teacher education will be raised a notch or two in the near future and will be improved in quality as the years go on.

Congress defeated the Hill plan to reserve part of the revenue from offshore oil for public education in all the states.

The U.S. Office of Education appointed a committee of eight to reappraise the basic vocational education acts and current programs under them. This is the first time in more than a quarter century that this phase of education will be studied intensively.

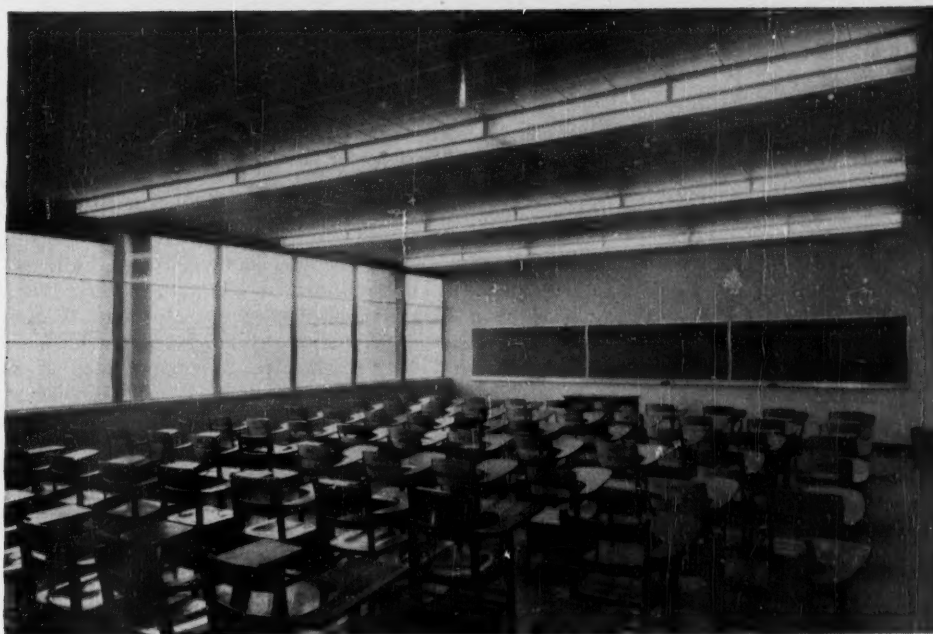
William G. Carr was named new executive secretary of the National Education Association. (In a related event, the N.E.A. decided to revise its by-laws and methods of operation and to construct a \$5,000,000 headquarters building in preparation for its 100th birthday.)

By a vote of 236 to 162, the House of Representatives defeated a proposal to enact universal military training, thus resolving for at least a year an issue that has been in the news for more than a quarter century.

UNESCO was attacked from without and within. Groups which in the past few years had been attacking the public school system picked on the weakest international agency as their target. And in Paris, Director General Jaime Torres Bodet resigned, protesting against "an inadequate budget."

Adult education under public school auspices took a sharp leap forward. A study paid for by the Ford Foundation revealed enrollments in adult education

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Sound conditioning can be an important aid to education. When disturbing noise levels are allowed to build up, students find it hard to learn, instructors find it difficult to teach.

To counter this noise problem, the new Agriculture and Administration Building at Arizona State Teachers College has been entirely acoustically treated. Sound absorbing ceilings of Armstrong's Cushiontone have been installed throughout its classrooms, laboratories, and hallways.

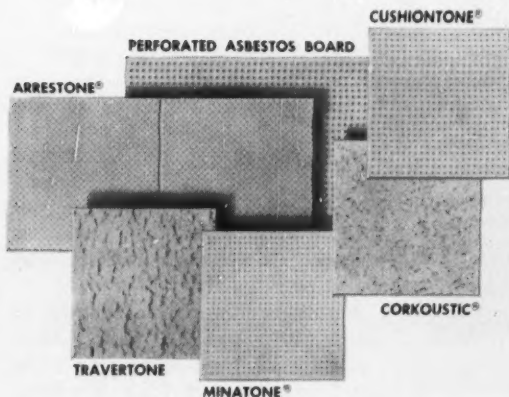
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Students in this laboratory can work more accurately under the ceiling of Cushiontone.



### **ARMSTRONG'S ACOUSTICAL MATERIALS**



## wire from washington

classes in town and city school systems had risen to nearly 5,000,000. In 1948 enrollment was only 1,750,000.

### Eisenhower heads TV group

► If school groups have difficulty paying for an educational TV station, they should ask local business and industry groups to help.

This is the message of a newly formed citizens committee on educational television. It is headed by Milton S. Eisenhower, brother of the president-elect.

Aiding Mr. Eisenhower is Marion B. Folsom, chairman of the Committee for Economic Development, a business-research group.

The appointment of Mr. Eisenhower to head this national effort is regarded as the first of many other appointments to follow seeking to utilize the energy, ability and prestige of this educator. Mr. Eisenhower is president of Pennsylvania State College and has been active in Washington education circles. He is expected to spend a large portion of his

time advising his brother in the White House on problems of education and agriculture.

### Succeeds Ewing in F.S.A.

► Mrs. Oveta Culp Hobby will succeed Oscar Ewing as overseer of the U.S. Office of Education.

She was named federal security administrator late in November and will take over her duties on January 20, immediately after President-Elect Eisenhower takes the oath of office.

In her new post, Mrs. Hobby will also direct the activities of the Children's Bureau, Social Security Administration, and Public Health Service.

She first won national attention in 1942 as organizer of the Women's Army Corps. She has been described as "dynamic" and as a "woman with business brains." She has served as assistant city attorney in Houston; as bank director, and as parliamentarian of the Texas House of Representatives. She's at present executive vice president of the *Houston Post*.

Her views on public education are unknown. However, she is strongly in favor of universal military training for boys and voluntary service for girls.

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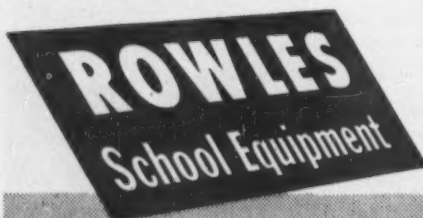
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### Salaries inch up

► Only California, Delaware and New York are paying their classroom teachers salaries of \$4000 or more. For the United States as a whole, says the National Education Association research division, the average teacher salary for 1952-53 is \$3405. In terms of 1939 purchasing power, this is only \$1783, the N.E.A. estimates.

Compared with last year, teacher salaries have inched up about 5 per cent in dollars and 2.6 per cent in purchasing power.

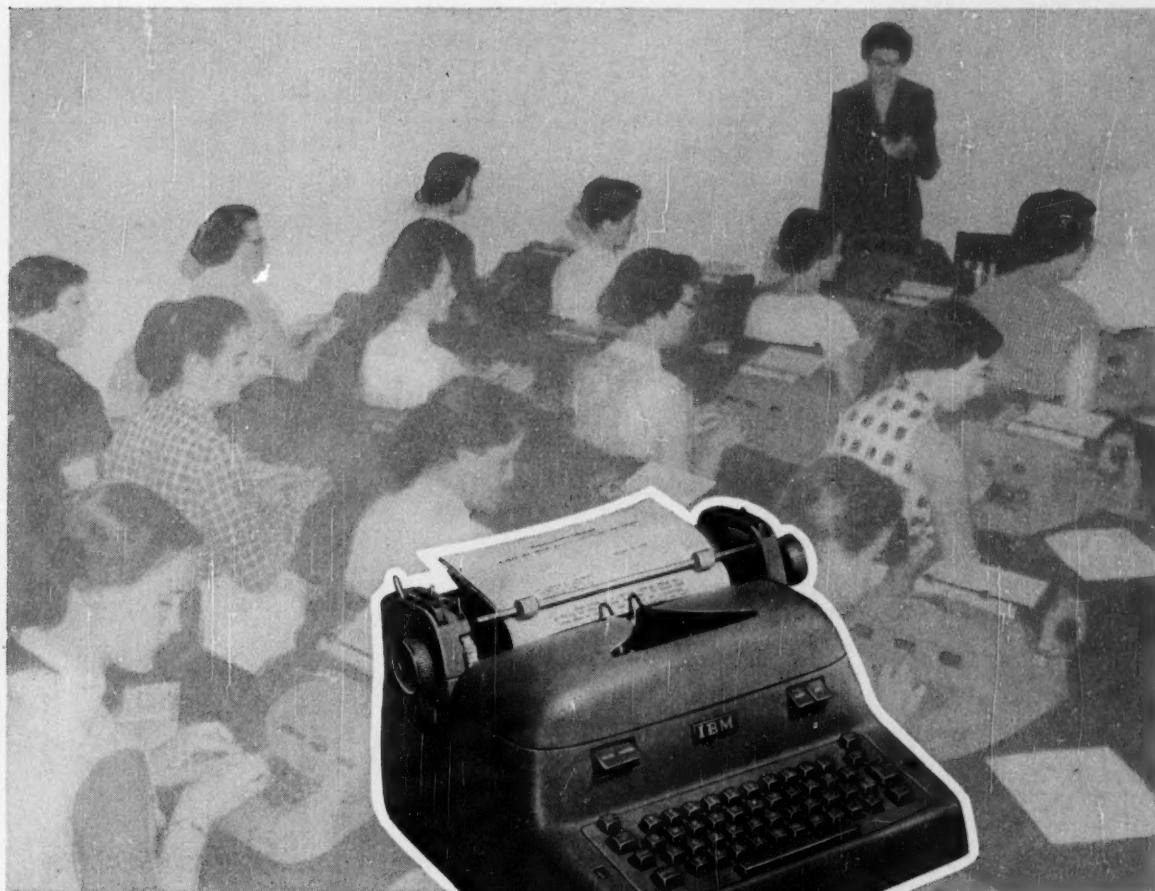
### \$10 more per pupil

► The "average" school system this year will spend \$10 more for each pupil attending school than it spent last year.

The N.E.A. research division estimates that expenditures per pupil will average \$228.40 in 1952-53 for the country as a whole. Last year the average outlay was \$217.66.

New York State leads in spending per pupil, with a figure of \$335. Closely following are New Jersey with a per pupil expenditure of \$329; Wyoming, with \$320; Delaware, with \$315; and Oregon and Minnesota, both with \$294.

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**NOW FIRST AGAIN** with frames of extruded aluminum...  
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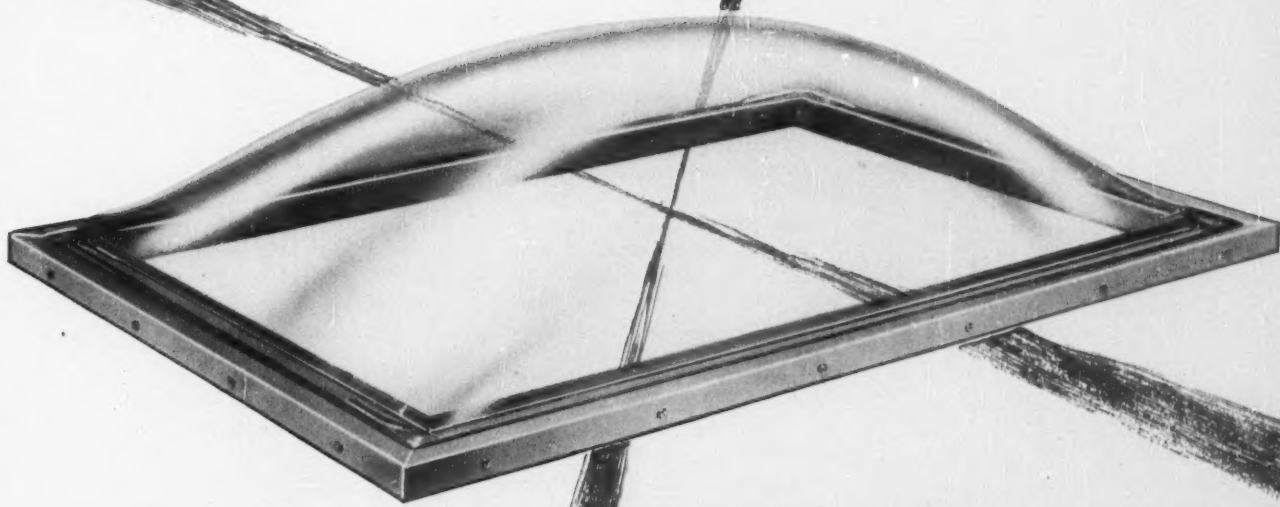
We will prepare a scientific Daylighting Study on your next job without cost or obligation. Send us blueprints and lighting requirements; we will send you specs. and drawings showing size, type, number and spacing of Skydomes for correct balanced illumination.

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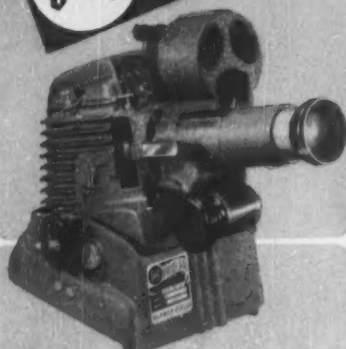
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# NEWS IN REVIEW

## "Education for National Security" Is Theme of A.A.S.A. Convention; Program Plans Announced

BATTLE CREEK, MICH. — "National security is a life and death matter in this year 1953, and education is one of the greatest forces to bring about such security," said Virgil M. Rogers, president of the A.A.S.A. and superintendent of schools at Battle Creek, Mich., as he announced the theme of the 1953 convention, "Education for National Security." The convention will be held in Atlantic City, N.J., February 14 to 19.

"We are of the opinion that this important rôle of education has been lost sight of altogether by too many Americans in positions of leadership in all walks of life. This is why we are asking business, industry, labor and government to join with us in deliberating on these matters at the convention."

President Rogers stated that special attention will center on the international situation during the Monday morning session. The major address will be by Ralph J. Bunche, director of the department of trusteeship of the United Nations and member of the United States delegation to the U.N. Dr. Bunche will be joined in a panel discussion by Paul R. Hanna, Point Four representative for the federal government in the Far East, and G. Robert Koopman, associate state superintendent for Michigan and former chief of the division of education and cultural relations in occupied Germany.

Major attention is being given to the work that has gone on under the C.P.E.A., and a report will be distributed at the convention which will review the story of the Kellogg Foundation sponsored project and highlights of its achievements to date. Hugh Masters, educational director of the Kellogg Foundation, will address the convention on "The Developing Superintendency." Herold C. Hunt, general superintendent of schools, Chicago, and chairman of the developmental committee, will be chairman of a discussion group on the C.P.E.A. program.

"There will be an exhibit of materials, produced by the centers and cooperating institutions working under C.P.E.A., in the exhibition hall which every superintendent and professor of school administration should carefully examine while at the convention," Dr. Rogers said.

In discussing the general pattern of program which will be available to the more than 14,000 persons expected to be in attendance, Dr. Rogers announced that 61 discussion groups and clinics are scheduled to take up a wide variety of professional topics ranging from problems of policy making, finance, school construction, curriculum, teacher education, school law, and transportation to surveys of educational TV, public relations, UNESCO, controversial issues, bond and levy campaigns, and many others. These will be single session discussion groups. "There will be no attempt to carry discussion groups or clinics into a second day of session," Dr. Rogers commented.

The 1953 convention will have 600 exhibit booths planned and manned by more than 350 firms and organizations, the largest educational trade show in the entire world. The annual school building architectural exhibit will be located on the lower exhibit floor in the auditorium. The exhibit is jointly sponsored by A.A.S.A. and the American Institute of Architects.

General session speakers will include Douglas Horton, minister and executive secretary of the General Council of Congregational Christian Churches of America; Al Capp, noted cartoonist; Dr. Bunche; Mrs. Agnes E. Meyer, co-owner of the *Washington Post*; Dr. Masters; Frank Abrams, chairman of the board, Standard Oil Company of New Jersey; John K. Norton, head, department of educational administration, Teachers College, Columbia University, and Walter P. Reuther, president, C.I.O.

### Three New Members Named to Policies Commission

WASHINGTON, D.C.—Two college presidents and one superintendent were elected recently to the Educational Policies Commission for four-year terms, beginning January 1.

The three men are: James B. Conant of Harvard University, Franc L. McCluer of Lindenwood College, and L. Frazer Banks of Birmingham, Ala.

They were appointed by joint action of the executive committees of the National Education Association and the

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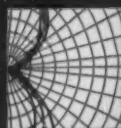


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## NEWS...

American Association of School Administrators. As new members of the commission the three educators succeed President-Elect Dwight D. Eisenhower; Henry H. Hill, president of George Peabody College for Teachers; William Jansen, superintendent at New York City.

### A.S.B.O. Suggests Data to Give School Architects

KALAMAZOO, MICH.—A brief outline of information that should be transmitted to architects by school administrators and boards of education has been suggested in a new bulletin, "Data To Be Furnished Architects by Board of Education."

Published by the Association of School Business Officials of the United States and Canada, the bulletin covers the following procedures: (1) "How Much Money Is Available?" (2) "Description of Site," including "Facilities to Be Provided or Planned for School and Community Use"; (3) "Building Requirements—Elementary School," and (4) "Building Requirements — High School."

The bulletin is a report by the research committee on schoolhouse planning and construction. The following members served on the committee: H. S. Brannen, Prentice C. Ford, I. O. Friswold, John H. Herrick, John Lewis, W. D. McClurkin, V. Harry Rhodes, D. M. Shupe, and Thomas J. Higgins.

### Association of Urban Universities Urges Further Study of G.I. Bill

DETROIT.—The Association of Urban Universities recently urged the American Council on Education to continue its study of Public Law 550, which provides educational benefits for Korean veterans.

In a resolution passed by the association at its 38th annual meeting here, the association asked the council to continue and to expand the study and evaluation of the operation of P.L. 550, with a view to recommending such modifications in the law as may be in the best interests of both veterans and educational institutions.

The association elected as its president T. R. McConnell, chancellor of the University of Buffalo. R. W. Van Houten, president of the Newark College of Engineering, and David D. Henry, executive vice chancellor of New York University, continue their terms as vice president and secretary-treasurer, respectively.

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## NEWS...

### New Vocational Blueprints Foreseen by A.V.A.; Increased Interest in International Education

BOSTON.—Vocational schools were closed for two days throughout Massachusetts to give their teachers and administrators opportunity to come to Boston for what turned out to be the best attended and most enthusiastic convention held by the American Vocational Association since World War II. It was a good reward for the pupils—for weeks prior to the meeting they

labored to hand-make a galaxy of souvenirs for the 5000 delegates—wallets, ties, ceramics, printed brochures: all superb examples of craftsmanship. "There just isn't anything vocational school pupils can't do or make," said one delegate. "One school in Buffalo alone teaches 50 different skills."

Richness of interest was also the dominant characteristic among the dele-

gates. Before them was a schedule of 25 meetings devoted to industrial arts; 31 to vocational agriculture; 19 to trades and industries; 12 to home economics; eight to business education and nine to distributive education. Delegates came with equal eagerness to hear a speech by Arch N. Booth of the U.S. Chamber of Commerce and one by Maurice Tobin, U.S. Secretary of Labor. For the first time, there was a session on international education. Proud and confident in their own success, American vocational educators are now reaching out to see "how we can help our foreign friends help themselves."

The festive mood of the delegates showed that things are going well for vocational education in the states and local communities. Because employment is at a high level, pupils being graduated from trade schools are in great demand. They earn from \$350 to \$500 a month, which in many instances is more than their teachers' salary. Local business and labor groups are giving stronger support to vocational programs than ever before. As a result, local administrators of vocational education are gaining stature in their hometowns and nationally. The National Council of Local Administrators for Vocational Education is gaining members and is becoming an important unit in the parent American Vocational Association.

It is true that the federal partner in the vocational education programs has been making things more difficult. Congress has cut funds for distributive education and guidance, and this was the subject of more corridor talk than anything else. Resolutions adopted at the end of the convention urged Congress to continue these two services by providing the full amounts of money that are authorized by the George-Barden acts.

In private conversation, however, vocational educators admitted that they had done a poor job of explaining to the people and to Congress the real values of distributive education. ("We need a better word to describe what we mean by distributive education—isn't merchandising better?")

Reports that the next Congress will be an economy Congress and may not see the wisdom of spending more money for vocational education troubled the men and women attending the meeting here. On the other hand, they were comforted by the intense interest shown



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## NEWS...

in vocational education by U.S. Commissioner of Education McGrath. He was present during the entire convention, made a major speech and several minor ones, and spent considerable time in huddles with delegates. They were also cheered by the grasp of vocational problems shown by Joseph Strobel, the U.S. assistant commissioner for vocational education. Both in formal resolution and in private talk, Dr. Strobel and Dr. McGrath were given high praise.

Next to the question of what Congress will do was the question of what will the committee of eight do. This group was appointed by Commissioner McGrath to reappraise the basic vocational acts and the current programs authorized by them. The committee of eight was named under the spur of the Hardy committee, which had criticized some of the housekeeping methods used by the federal vocational education division. But there is now universal agreement that the committee of eight will do much more than seek to improve housekeeping and auditing procedures.

Commissioner McGrath has given the eight *carte blanche* and has, in fact, urged them to take the widest possible view of their assignment. Many delegates expect "new blueprints for the future development of vocational education" to come out of the committee of eight.

A moment of solemnity came when delegates bowed their heads in memory of Charles Prosser, who died at 81 just before the convention began. Dr. Prosser was the author of the Prosser resolution, which began the movement for life adjustment education.

### "OLD GUARD" DEFEATED

A brisk tussle enlivened the convention when the "old guard" of the A.V.A. proposed its delegate for president to run against the candidate of the younger vocational educators. The younger group won by a 6 to 1 vote.

Martha Creighton, professor of home economics at Virginia Polytechnic Institute, was elected president of the association; Margaret Browder from Tennessee was elected vice president for home economics; Robert Reese of Ohio, vice president for trade and industrial education, and Charles W. Sylvester of Maryland, treasurer for the 25th consecutive term.

The A.V.A. decided to meet in Chicago in 1953 and in San Francisco in 1954.—Reported by B. P. BRODINSKY.

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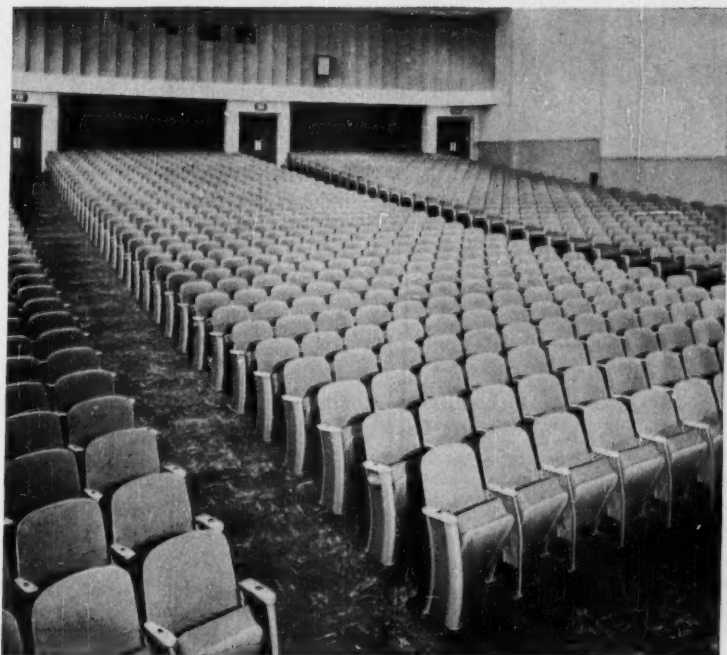


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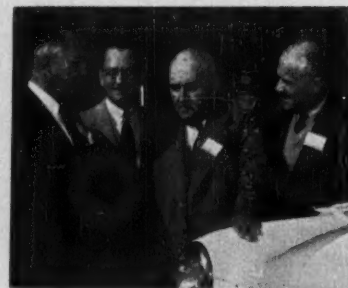


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## NEWS...

### Superintendents Meet



Forty-three school superintendents from cities of more than 200,000 population met in Toledo, Ohio, recently to discuss mutual school problems. Among those present were Mark C. Schinerer, Cleveland; Earl J. McGrath, U.S. commissioner of education; E. L. Bowsher, Toledo, and Philip J. Hickey, St. Louis.

### U.S. Democracy Periled by Fear and Suspicion, Warns Judge

ALBANY, N.Y.—"Risk for risk, for myself I had rather take my chance that some traitors will escape detection than spread abroad a spirit of general suspicion and distrust, which accepts rumor and gossip in place of undismayed and unimpaired inquiry," the retired chief judge of the second federal circuit court of appeals asserted here recently.

Judge Learned Hand addressed education officials attending the 86th convocation of the board of regents of the University of the State of New York.

Stating that the United States was threatened by internal as well as external perils and was facing "a test which it may fail to pass," Judge Hand stated:

"I believe that that community is already in the process of dissolution where each man begins to eye his neighbor as a possible enemy, where non-conformity with the accepted creed, political as well as religious, is a mark of disaffection; where denunciation, without specification or backing, takes the place of evidence; where orthodoxy chokes freedom of dissent; where faith in the eventual supremacy of reason has become so timid that we dare not enter our convictions in the open lists to win or lose."

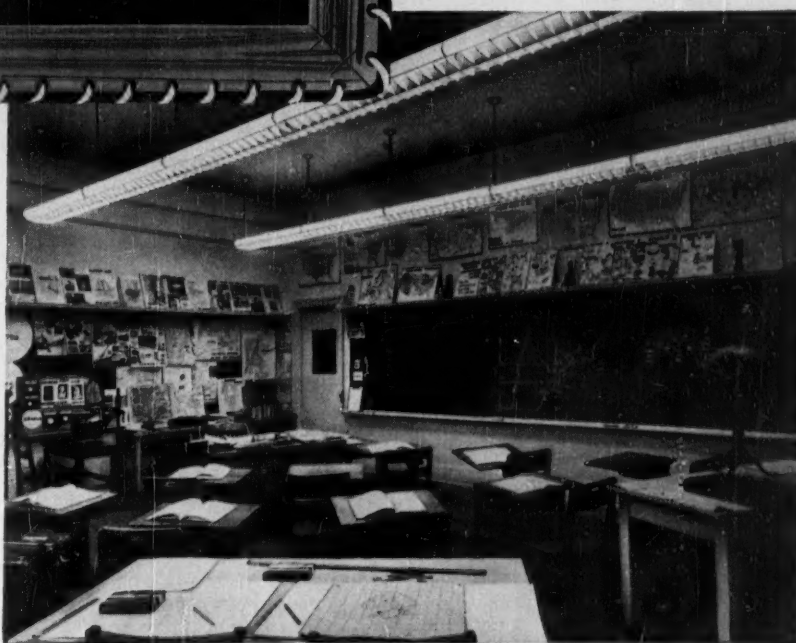
The theme of the judge's address was the education of citizens as a preparation for their political duties. His position was that the "humanities," particularly history but also literature, phi-

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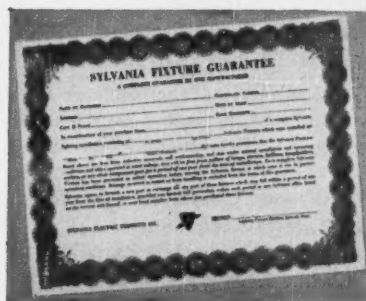
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## NEWS...

losophy and the arts, were "essential to political wisdom," especially in a democratic society.

### Ford Fund Study Examines Troop Information Program

WASHINGTON, D.C.—The troop information and education program conducted by the nation's armed forces will undergo careful scrutiny during the next 12 months.

Financed by the Fund for the Advancement of Education of the Ford

Foundation, the investigation is designed to improve the reading material used by the services and to provide young officers with a greater degree of leadership.

An article by Fred Korth, assistant secretary of the army, on the subject of education by the army method was presented in the November issue of *The NATION'S SCHOOLS*.

A recent survey of the armed forces information and education program was made by Frank H. Bowles, director of the college entrance examination board,

under the sponsorship of the Ford Foundation. This survey turned up four major findings: (1) The central purpose of the education program is obscured by side issues and local needs; (2) the present program is oriented in terms of enlisted men only and fails to reach the officers; (3) the program suffers from lack of consistency in its presentation and from a shortage of trained instructors, and (4) the organization assigned to carry on the program is relegated to a side position in the over-all armed services organization.

The program, which is expected to take a year for completion, is being guided by an advisory committee of educators and civic leaders working in close cooperation with the Department of Defense.

### Supreme Court Hears Five Segregation Cases

WASHINGTON, D.C.—The U.S. Supreme Court, in December, heard arguments on school segregation cases from five states, Delaware, Kansas, South Carolina, Virginia and the District of Columbia.

Delaware, the last state to be added to the list, was granted the right for a review of a decision requiring admission of Negro children to two public schools restricted by state law to the use of white students.

Previously the Supreme Court made decisions relative to equal educational opportunity in the state universities of Oklahoma and Texas, but it has never before passed on elementary and high school facilities.

### Freedom to Teach Stressed at Social Studies Convention

DALLAS, TEX.—The basic task confronting teachers today is to teach youngsters how—not what—to think, delegates to the 32d annual meeting of the National Council for the Social Studies asserted recently.

Protesting that many teachers are not given an opportunity to teach American children and youth about vital issues of the day, the delegates agreed that the United States will never win the ideological war against communism by putting its leaders in "mental strait jackets."

Several delegates showed concern over the growing pressures being brought to bear on social studies teachers in many communities. They asserted that in some areas a teacher faced possible dismissal

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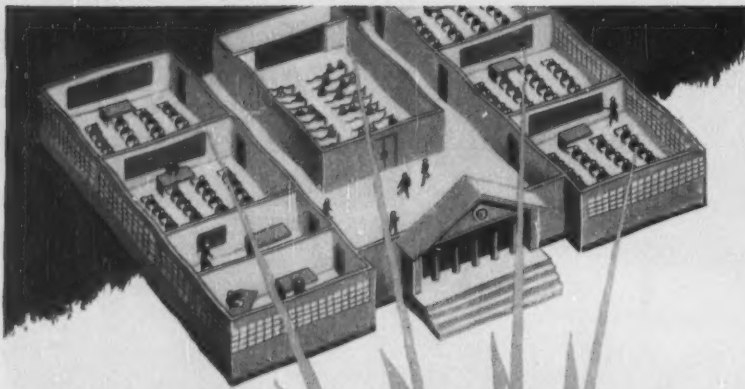
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## NEWS...

or community censure if he dared take up controversial subjects in the classroom.

Dr. Lewis Paul Todd, editor of the council's journal, said the great strength of a free nation always had been an intelligent and informed citizenship. But, he asserted, "the ostrich seems to be replacing the turkey as an American symbol. When the ostrich is in trouble, he buries his head in the sand. That is apparently what some of our citizens want our teachers to do."

He declared that teachers are told not to discuss communism or the United Nations in their classes, and "yet these issues will provide the problems that the American people must solve."

A report on "Freedom to Learn and Freedom to Teach," prepared by the council's committee on academic freedom, called for teachers to continue to oppose "totalitarianism whether it takes the form of communism, fascism, attack on religious or ethnic minorities, or attack upon freedom of the mind..." In defending freedom to learn and freedom to teach, we are defending the democratic process itself." The report was presented to the council's board of directors.

John H. Haefner of University High School, Iowa City, Iowa, is the newly elected president of the council. Other officers include: first vice president, Dorothy McClure Fraser, professor of education, Adelphi College, Garden City, N.Y., and vice president, Edwin R. Carr, University of Colorado, Boulder.

### **4000 School Boards to List Suspected Subversive Employees**

ALBANY, N.Y.—New York State's 4000 school boards recently received letters from the state education department requesting them to report, by December 1, whether they employed any persons charged with subversive activities or membership in organizations listed as subversive.

This was the outcome of a recent ruling made by Lewis A. Wilson, state education commissioner. He had said that local school boards were responsible for their own anti-subversion campaigns and that they had the power to set up their own list of subversive organizations for use in ensuring employee loyalty.

Enclosed in the letters to the 4000 superintendents were forms on which names of all "subversive" teachers or other employees were to be listed. Local boards also were asked to list "the status



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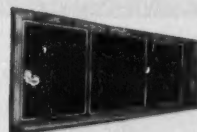
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## NEWS...

or final disposition" of any cases of subversion reported. If a board has no suspected employees, it must still return the report, said Charles A. Brind Jr., counsel to the department, who had sent the letters.

In his letter Mr. Brind stressed that boards had been required previously under rules authorized by the Feinberg Law to report subversive activities by teachers. Now, for the first time, because of Dr. Wilson's decision, they also should report membership of teachers in subversive groups, he said.

The counsel added, however, that "there is, of course, no necessity for school authorities to establish a list merely for the sake of having one." He said he hoped the school boards would "meet the deadline as nearly as possible."

### Financial Needs Outlined for Rural Schools in South

NEW YORK.—"Glamor" is lacking when aid is given to impoverished rural schools in the South, so "the same organization that will give thousands to similar work abroad will give pennies to the work at home," Benjamin F. McLaurin, chairman of the National Committee for Rural Schools, said here recently.

Mr. McLaurin spoke at an interracial luncheon arranged by the committee and attended by 126 representatives of teacher, labor and community groups.

Stating that most southern rural schools are "old and inadequate," he pointed out examples of schools without windows and without steps, and one-room structures where teachers earn as little as \$600 annually and are required to teach children from kindergarten to the eighth grade.

The average annual salary of rural teachers rose from \$1874 to \$2072 from 1947 to 1950, an increase of 10.6 per cent, he said.

Mr. McLaurin stated that last February in Richmond County, Georgia, one school principal told him that although 97 children enrolled in two classes, by March only about 20 would be left. The principal explained that during the planting and harvesting seasons plantation owners came to the schools and took the children to the farms.

Roma Gans, professor of education at Teachers College, Columbia University, who told of a tour through the South last year, said she had found many schools so poor that the children had no crayons or pencils; that use of a limited

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**BASIC FOR CO-ORDINATED CLASSROOMS**



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THE STAR



THE WAKEFIELD CEILING



## NEWS...

number of books was so restricted that some pupils never handled them.

Teachers resist promotion of community aid, Dr. Gans declared, because of what she described as the teachers' "great insecurity" in the communities.

Walter Leftwitch, a teacher from Georgia, said leadership was needed in southern rural areas "to get people to do something for themselves and not to accept your project as charity."

Isadore Nagler, general manager of the New York Joint Board of the Cloak,

Suit, Skirt and Reefer Makers Union, A.F.L., declared that "there is no doubt that the Dixiecrat advocates of white supremacy have taken on a new lease of life in the South."

### Voluntary Race Segregation Held Illegal in Michigan

LANSING, MICH.—Ecorse, Mich., must end a sort of voluntary segregation of Negroes by establishing complete attendance areas for two elementary schools, Lee M. Thurston, state super-

intendent of public instruction, stated in a recent letter to Ralph E. Brant, Ecorse superintendent.

A complaint, registered by Sen. Charles S. C. Diggs Jr. (D-Detroit), had stated that the board was permitting segregation of Negroes and Caucasian students by leaving a segment between the two schools as an unallocated area in which parents could send their children to either school.

Dr. Thurston said the result of this is that parents of white children send their youngsters to one school and those of colored children to the other.

He pointed out that two state laws ban this: One requires school districts to designate attendance areas definitely, and another forbids any segregation because of race or color.

### School Building Construction at All-Time High, Reports A.I.A.

WASHINGTON, D.C.—The nation's architects report new school construction as the major building activity at the present time.

A nationwide survey released by Glenn Stanton, president of the American Institute of Architects, has disclosed that the activities of the men who design the nation's school buildings are at an all-time peak, particularly in the South and on the West Coast.

The survey also uncovered a mood of uncertainty among architects, Mr. Stanton said. While government building industry controls imposed under national emergency powers may not have retarded building, the fear that they might be proving to be an unsettling factor.

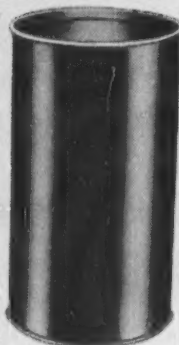
### Minneapolis Kindergarten Booklet Prepared by Teachers, Parents

MINNEAPOLIS.—A copy of the pamphlet "Kindergarten for Your Child" will be presented to the parents of each child in kindergarten here.

The pamphlet was developed by elementary school teachers, principals and members of the Minneapolis central office staff. Also assisting in its preparation were a number of parents of kindergarten children, who suggested material to be included.

The pamphlet recognizes the importance of the home and the school's working together on behalf of the child. Through its use, Minneapolis hopes that a cooperative working relationship between the home and the school may be maintained.

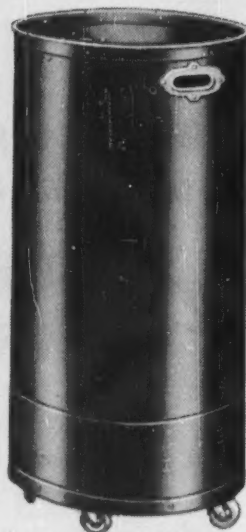
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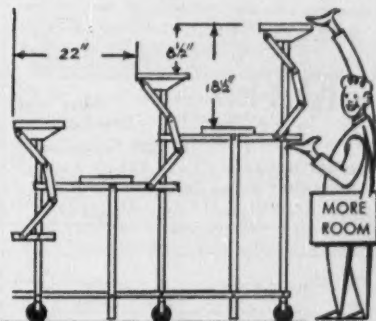
*Universal Roll-A-Way Stands* are engineered to individual specifications, fit any space, and afford perfect visibility. When not in use, they may be rolled back to the wall, opening approximately 70% more floor space for regular gymnasium activities. They are ideal for large capacity or small; neat and attractive; exceptionally strong and safe.

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## NEWS...

### El Paso Builds "Convertible Schools"



El Paso, Tex., recently solved its elementary school building problem by purchasing "convertible schools." The town bought four adjoining suburban sites, and two two-bedroom houses were built on the outside lots of each site. The center was left free for a playground. Partitions were omitted, except for the bathroom and kitchen. Snacks and hot lunches are prepared in the kitchen. Parents and teachers are both satisfied because they feel that the young children adjust to school better by going to a building which looks like, and is near, home.

### Bond Issues Increase in Ohio But Total Value Decreases

COLUMBUS, OHIO. — Although 24 additional Ohio districts requested approval of bond issues in last year's elections, the total value of the 1952 issues more than \$30,000,000 under that for 1951.

The Ohio State University Bureau of Educational Research, which recently released the annual report on school financial proposals, stated that the total value of the 1952 issues is \$69,542,352 as compared to \$101,580,968 in 1951.

In addition to the bond proposals, 639 of the state's school districts submitted special levies to the voters.

### Chicago Schools Develop Course of Instruction for Parents

CHICAGO.—A course of instruction for parents has been developed by the Chicago public schools, tying in the pre-school child's every day play life with what he will learn later in school.

According to Paul R. Pierce, assistant superintendent of schools in charge of instruction and guidance, the success of the first semester of this project justifies the forecast of definite gains during the next school year.

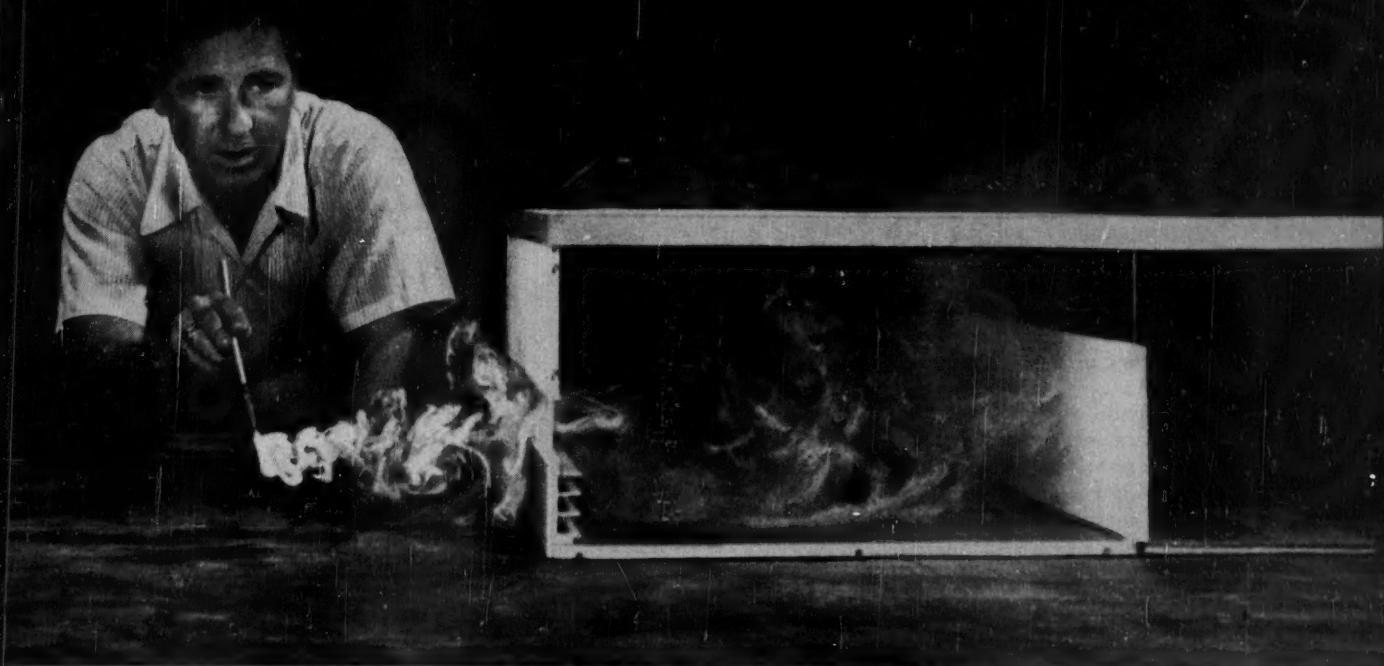
The new program is being carried on by the board with the cooperation of principals and parent-teacher groups in nine pilot schools. Material for use by parents is included in a syllabus prepared for use by parents at home and

for discussion and study meetings under the auspices of sponsoring parent-teacher groups. "In carrying on the program," Dr. Pierce said, "it will be important to make clear to parents that this is not a course intended to answer all their questions about child care and management but rather one that is directly aimed at giving the child's pre-school experience continuity with the local schools' educational program." In this way the Chicago plan expects to increase readiness for learning on the part of pre-school children.

### To Introduce Bill for Financing Buildings in Poor Districts

BISMARCK, N.D.—A bill designed to aid hard pressed school districts in financing their building needs, by providing for long-term loans from a state revolving fund, will be introduced in the 1953 North Dakota legislature at the request of the state department of public instruction.

The proposed North Dakota state fund would be started with \$5,000,000 from the state school equalization fund, in which there is now about \$13,000,000. School districts would pay back the loans over a 30 year period with money raised from 10 mill building fund levies they would be required to impose to become eligible for the loans. Evidences of inability to finance building needs otherwise would be required before school districts would obtain the state loans.



Introducing smoke into the schoolroom model to make air flow visible. Ronald Chatham photo

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## NEWS...

### N.P.A.'s Relaxed Controls Aid School Construction

WASHINGTON, D.C. — Effective May 1, 1953, the National Production Authority's relaxed controls over education construction will go into effect.

School, college and library construction will have the same self-authorization privileges as those now accorded only to industrial construction.

Self-authorization will be permitted for the following amounts of critical materials: up to 25 tons of steel (no limits on structural steel except alloy or stainless); 5000 pounds of copper, and 4000 pounds of aluminum per project per quarter.

Under the amended regulations, self-authorized educational construction will be allowed to use a DO rating authority for noncontrolled building equipment up to \$100,000 and production equipment up to \$200,000 per project. This allotment symbol will be U-8. Schools also will be allowed to use their DO rating authority for the purchase of furniture, stoves and refrigerators.

### Florida Amends Constitution to Meet School Building Needs

TALLAHASSEE, FLA.—A constitutional amendment, passed by a substantial margin by the voters of Florida in the November 4 election, is expected to take care of the most serious school building needs in the state.

The constitutional amendment earmarks for a period of 30 years the present state allocation of \$400 per instructional unit for capital outlay from the receipts of motor vehicle license fees. Under the new program, which takes effect on January 1, each of the counties will be able to issue revenue certificates up to 75 per cent of the amount they would receive from this appropriation during the next 20 years.

It was expected that approximately \$103,000,000 will be immediately available to those counties ready to undertake building programs next year. It was estimated that interest rates for the certificates are likely to be as low as 1.75 per cent. Building plans are to be approved by the state board of education.

### Escapees From Communist Zone Need Help From Democracies

STATE COLLEGE, PA.—Opportunities to live and work successfully are so necessary for young escapees from the Communist zone that fund raising projects to aid them should be developed,

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## NEWS...

believes James F. Keim, who recently returned to the United States from a four-year assignment with the U.S. High Commission for Germany.

"I'd like to see organizations like the Ford Foundation help, because if only 10 per cent of the 3000 young people who come over each month go back disappointed—and some do—they become powerful opponents of democracy," stated Mr. Keim, who is associate professor of agricultural extension at Pennsylvania State College.

When a boy or girl crosses the border into West Germany, he or she is directed to a central camp for physical examinations, psychological testing, and clearance with authorities, Mr. Keim explained. If there is no reason the individual must be returned (spies, smugglers and other criminals are sent back), he is given work on a farm or in the mines or is sent to a home near by where labor of some sort is needed.

One-fourth of these young people leave the Communist zone for political

reasons, Mr. Keim stated; 45 per cent leave because of labor problems, and the remainder come over the border to escape family troubles or to seek adventure.

"The pathetic thing about these boys and girls," Mr. Keim said, "is that most of them have never had anyone they could talk to about their problems or their plans for the future."

### Buzz Sessions Featured at Food Service Meeting

LOS ANGELES.—The California sun lived up to expectations as it shone on more than 1200 attendants at the first convention of the American School Food Service Association to be held in the West. Members from 30 states and two foreign countries participated in the program. Visual aids, foods, equipment and professional publications were exhibited.

Features of the program included statements by school administrators of California on the educational importance of the school lunch, not only for the physical and mental health of school children but also for its rôle in the full development of each child's individual personality.

Methods of integrating school feeding with other aspects of the school program, of forging educational links, and of providing social experiences were presented by speakers. Addresses on nutrition and the lunch program, on equipment and on sanitation included much new and useful information.

There were panel discussions on civil defense, personnel, financial policies and cost control, equipment, purchasing, nutrition and research.

One new feature was the buzz sessions for 21 groups of six to 10 persons, which permitted informal discussion. City supervisors, directors of food service for colleges and institutions, and state school lunch directors and supervisors held their own group conferences.

In welcoming the convention, the president, Ruth E. Walker, director of school lunch, Oakland city schools, said that the aim of the program was to "strengthen the educational, economic and nutritional phases of school lunch . . . so that we may individually and collectively make a greater contribution to the health, personality and well-being of the children and youth of our nation's schools."

Convention co-chairmen were: Helen Crane, supervisor of food services, Los



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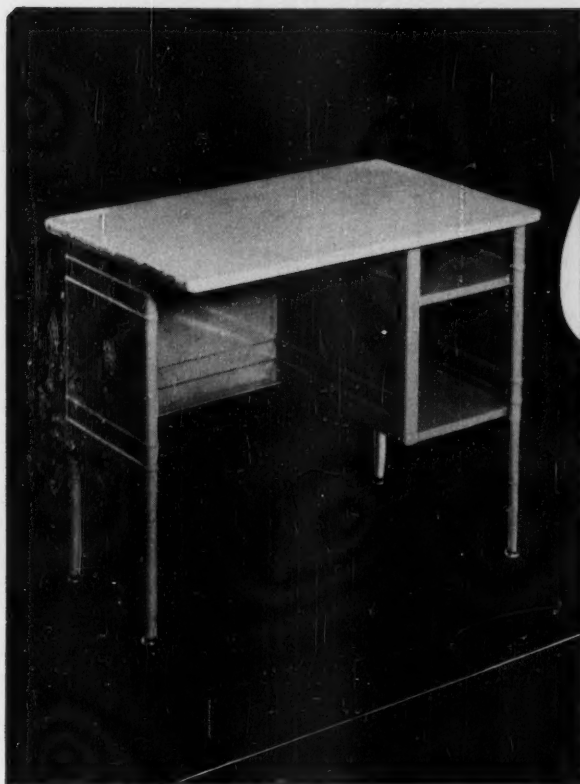
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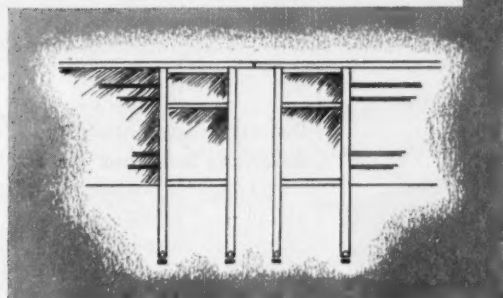
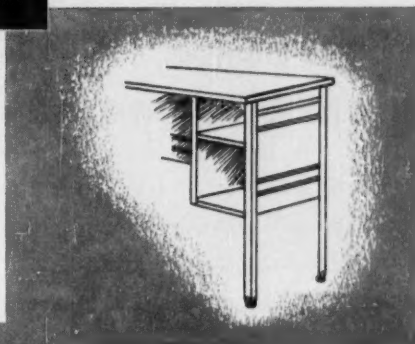
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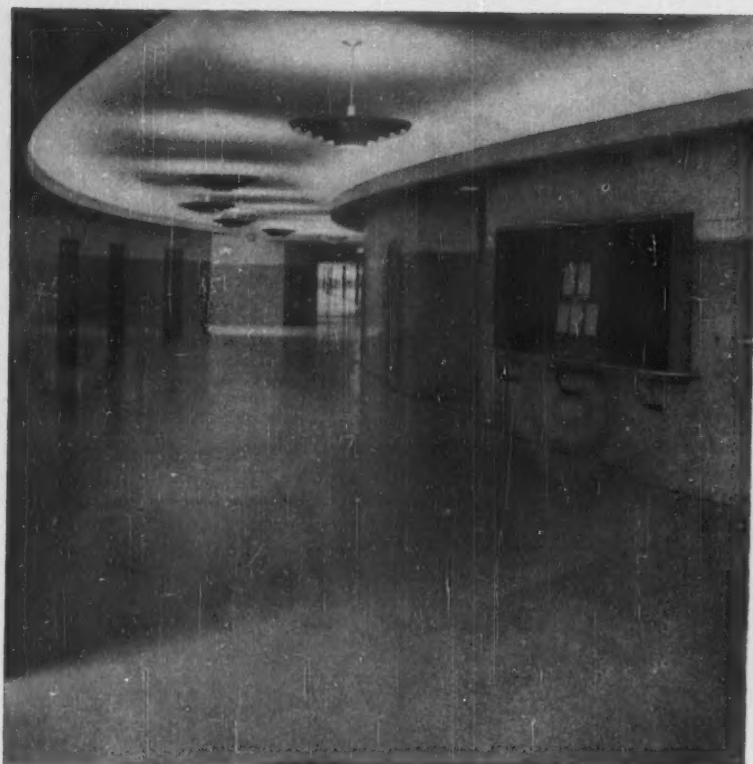
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## NEWS...

Angeles city schools, and Clifford W. Davis, supervisor, student body finance branch, Los Angeles city schools.

Ava M. Hurley, director of food services, board of education, Kansas City, Mo., is the new president of the association. The 1953 convention will be held in Boston. —Reported by MARY DEGARMO BRYAN.

### Proposed Salary Schedule Based on Merit, Competition

BELLINGHAM, WASH. — A suggested proposal to solve problems of teacher salary schedules has been presented by Paul Woodring, professor of psychology at Western Washington College of Education, Bellingham. Mr. Woodring's new schedule is based on merit rating and quota-controlled salary brackets.

Under the proposed scheme 30 per cent of a system's teachers would receive \$3000 annually; 20 per cent, \$4000; 15 per cent, \$5000; 15 per cent, \$6000; 12 per cent, \$7000; 6 per cent, \$8000, and 2 per cent, \$10,000.

The proposal is based on the premise that under present conditions of salary schedules, which are oriented to tenure and preparation, the teacher does not operate in a free enterprise system. "The teacher is trapped in what is called a salary schedule because he knows that if he becomes a truly great teacher his income will be no more than if he just barely gets by," according to Dr. Woodring.

The author of the proposal admits that selection and supervision would be difficult, but, he points out, "We sometimes make mistakes in selecting the best poodle dog or even the best president — is that adequate reason for not making the attempt?"

### Detroit Teachers to Study American Economic System

DETROIT. — Representatives from schools and accredited colleges in the Detroit metropolitan district, meeting at Wayne University, made preliminary plans for a course on the American economic system for Detroit area teachers at all grade levels.

"It seems clear that the necessity for a broad, objective understanding of our economic system on the part of teachers must be achieved before we can impart this same kind of understanding to our pupils," explained Waldo E. Lesenger, dean of Wayne's college of education and general chairman of the planning committee.

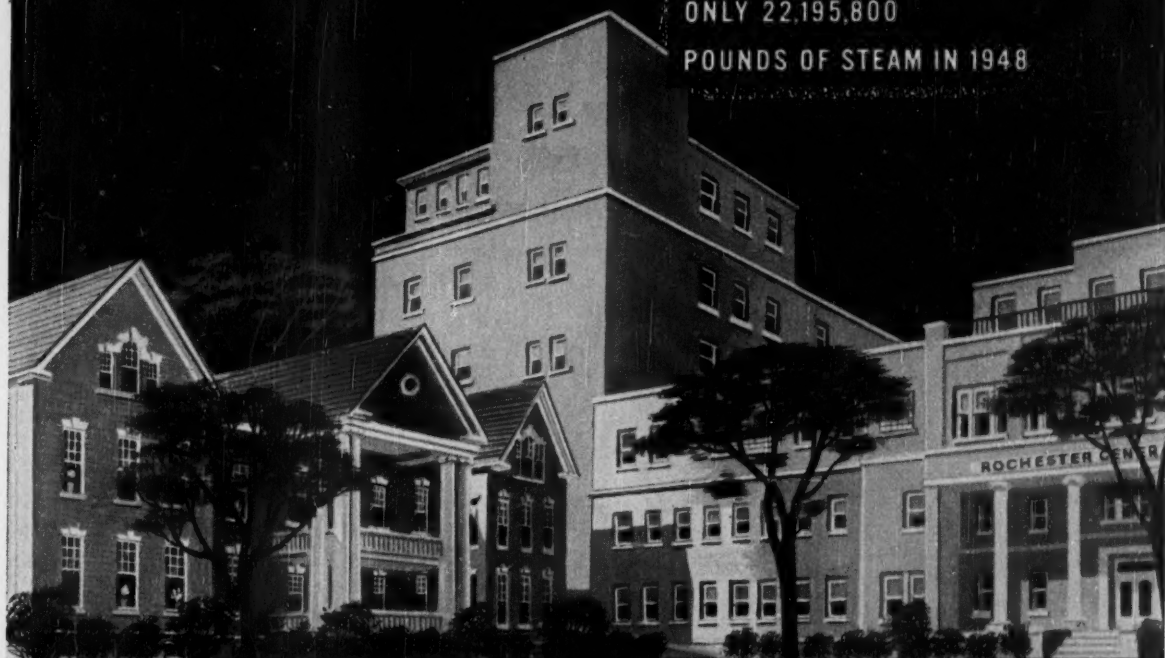
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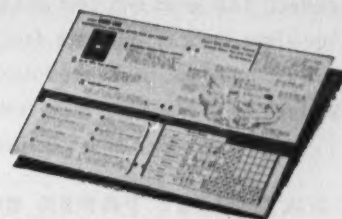
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## NEWS...

### Citizens Commission Plans Dinner, Assembly in January

NEW YORK.—The National Citizens Commission for the Public Schools will hold its fourth annual dinner and citizens assembly on education in Denver, January 30 and 31, announced Leeds R. Lacy, regional director of the commission.

"The two-day meeting," said Mr. Lacy, "will be held to let citizen school improvement leaders, school administrators and school board members get to-

gether to discuss the pressing problems of our public schools today."

Panel discussions, work groups and other meetings on such topics as school building needs, curriculum and the work of school improvement groups will be featured on the program.

### TV Series for In-School Use Jointly Sponsored in Iowa

DES MOINES, IOWA.—A series of television programs for in-school viewing has been jointly undertaken by

three Iowa institutions of higher education and the state department of public instruction.

The project is designed to supplement regular classroom instruction in the fields of elementary music, art and science, and secondary guidance.

Subjects for the programs were selected early last summer at a meeting of school administrators at WOI-TV, the Iowa State College television station which broadcasts the series.

As the programs have been developed, content material is supervised by committees composed of subject matter experts from the State University of Iowa, Iowa State Teachers College, Iowa State College, and the department of public instruction.

Iowa State Teachers College has assumed production responsibilities; the State University of Iowa is producing the Tuesday guidance program, and the science, art and secondary guidance programs are produced by WOI-TV, in cooperation with the state department of public instruction.

### Children's Bureau Studies Ways to Help Prevent Delinquency

WASHINGTON, D.C.—The U.S. Children's Bureau is studying ways to help local communities prevent and treat juvenile delinquency.

Recently the bureau assembled a group of outstanding experts to outline to local officials what they can do. In their report, the experts throw a large share of the burden on the schools. Says John Trumburg, Wisconsin State Department of Welfare, and a leader in the Federal Juvenile Delinquency Project: "Since the schools come into contact with all children, they are an ideal center for case finding activities. The schools could do a more effective job of detecting and serving the pre-delinquent child by: (1) developing more extensive guidance services and providing a staff member to serve as a liaison person between schools and other community agencies, and (2) developing prognostic instruments that might do a more accurate job of detecting the pre-delinquent child."

Other members of the delinquency project warn, however: "The problem of delinquency should not be overdramatized in the schools, for this may result in teachers' seeing a potential delinquent in every child."

Dr. Trumburg's group also looked at the police services and found that in

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Here's an absolutely fire-safe door that's also a decorator's delight. It gives you permanent fire protection *plus* the rich beauty of real wood . . . at a moderate price!

The Weldwood Fire Door® . . . with its incombustible mineral core and fireproofed edge bandings . . . carries the Underwriters' Label for class "B" openings. You can specify it with absolute assurance of approval.

The unique construction of the Weldwood Fire Door also gives you exceptional strength, durability and dimensional stability. These doors are amazingly light in weight and are vermin- and decay-proof.

And the handsome hardwood facings help you to carry your decorative theme throughout an entire building. Standard facings are birch, but a wide variety of other hardwood veneers may be had on special order.

Weldwood Fire Doors are available in a wide range of sizes . . . up to 4 feet wide and 7 feet high. They also have the Underwriters' approval to carry light openings 10 inches square.

United States Plywood Corporation carries the most complete line of flush doors on the market including the famous Weldwood Fire Doors, Weldwood Stay-Strate Doors, Weldwood Staved Lumber Core Doors, Mengel Hollow-core Doors, Mengel and Algoma Lumber Core Doors, 1 $\frac{3}{8}$ " and 1 $\frac{3}{4}$ " with a variety of both foreign and domestic face veneers.

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## NEWS...

most communities policemen are too busy to give special attention to young offenders. The best the police can do is to refer young offenders to proper agencies. It is questionable, the delinquency experts say, whether boys' clubs sponsored by police departments and sheriffs do much good.

Juvenile courts are also doing a poor job in helping youngsters. Courts serving juveniles frequently have jurisdiction over many other matters. Judges serving in such courts find it difficult

to devote a sufficient amount of time to the delinquent child.

Detention services could be improved substantially. The development of subsidized foster family or small group homes is highly desirable, particularly in small communities. Regional detention homes are also desirable.

The Children's Bureau plans to disseminate these views as widely as possible in order to mobilize communities for better control of juvenile delinquents.

## ABOUT PEOPLE

### SUPERINTENDENTS...



H. D. Parker

**Hilary D. Parker** has been appointed superintendent at Oak Ridge, Tenn., by the Office of Community Affairs, Atomic Energy Commission. Mr. Parker, formerly

assistant superintendent, has been acting superintendent since **Dr. Wellington G. Fordyce** resigned in July to become superintendent at Euclid, Ohio. Before going to Oak Ridge, Mr. Parker was supervising principal at the laboratory school at Austin Peay State College, Clarksville, Tenn.

**Edward Tracy** will succeed **James C. Bay** as superintendent at Easton, Pa. Mr. Bay will retire June 30, when he will have reached the mandatory retirement age of 70. He has been superintendent since 1922. Mr. Tracy is now principal of Easton High School.

**Ellison M. Smith**, formerly director of teacher education and certification of the South Carolina department of education, is now superintendent at Abbeville County, South Carolina.

**D. Leon McCormac**, formerly director of instruction of the South Carolina department of education, is the new superintendent at Pickens County, South Carolina.

**J. F. Gauthier** of St. Bernard parish has been chosen president of the Superintendents Association of the Louisiana Education Association for the coming year. The new vice president is **F. H. Shiel** of LaSalle parish; **F. C. Haley** of Claiborne parish is secretary-treasurer. **J. F. Corkern** of Amite has been appointed president of the audio-visual education section of the Louisiana Education Association. Vice president for this section is **H. H. Gauthier** of Lake Charles.

**Harry A. Little**, superintendent at Little Rock, Ark., has received a year's leave of absence to head a UNESCO education mission to the Philippines, effective January 1. He will head an eight-member U.N. team which will act as consultant in rebuilding education programs there.

**Walter Snyder**, the new superintendent at Salem, Ore., was formerly assistant state superintendent of public instruction in Oregon.

**Ross Bonar**, assistant superintendent

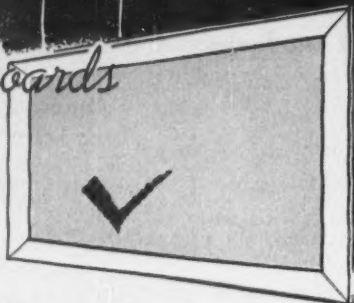
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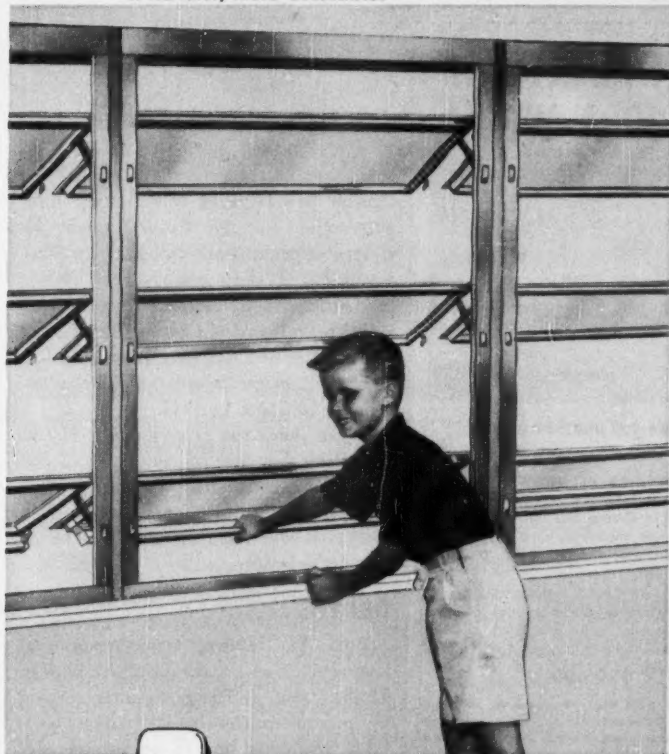
Sturdy "push-out" control bar plus famous standard Auto-Lok features make this new window outstanding for all school applications! For the first time, here is a window that meets all the problems of windows that are operated and regulated by school children. Here is a window exclusively designed and engineered to withstand any abuse . . . to provide ideal circulation . . . fresh air all the time, even when it's raining . . . and gives a positive tight closure which eliminates the "cold zone" around windows.

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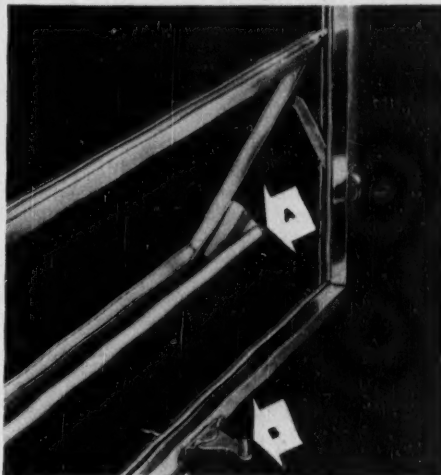
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Improved locking feature securely locks bottom vent . . . extra protection against intruders. Center position makes it handier, more accessible.



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## NEWS...

of business affairs for the schools of Kanawha County, West Virginia, has been elected president of the West Virginia Association of School Superintendents. **Stark Wilmoth**, superintendent at Randolph County, is vice president, and the new secretary-treasurer is **Paul Watson**, superintendent at Preston County.

**J. L. Buford**, elementary superintendent at Mount Vernon, Ill., is the new president of the Illinois Association of School Administrators. Other new officers include: vice president, **P. F. Shaffer**, superintendent at Macomb; secretary, **Lester Grant**, superintendent at Decatur, and treasurer, **James A. Mason**, superintendent of Niles Township High School, Skokie.

**Albert T. Bishop**, assistant superintendent in charge of business affairs at Minneapolis, has resigned, effective December 31.

**C. B. Howe**, superintendent at Klamath Falls, is the new president of the City Superintendents' Association of Oregon. Vice president is **Paul Elliott**, superintendent at Oakridge.

**J. H. Fley** is the new superintendent at Milford, Ohio, succeeding **Roy E.**

**Holmes**, whose appointment as superintendent at Wilmington, Ohio, was announced in the December issue of *The Nation's Schools*.

**Carl S. Driscoll**, supervising principal of the Loyalsock Joint High School in Pennsylvania, has been named superintendent at Sullivan County, Pennsylvania, to fill the unexpired term of **John Lumley**. Mr. Lumley was recently appointed deputy superintendent of public instruction for Pennsylvania.

**Everett G. Thompson** has been named temporary school superintendent at Cumberland, Ohio, filling the vacancy caused by the death of **Everitt C. Rogers**.

**Edgar Hervig** of Sioux Falls has been elected president of the County Superintendents State Association in South Dakota. The vice president is **Doris Boddwine** of Hayti, and the secretary is **Zona Rajewich** of White River.

**Allan J. Heath**, superintendent at Bennington, Vt., is the new president of the New England Association of School Superintendents.

**Norman K. Hamilton**, director of elementary instruction at Portland, Ore., has been appointed acting assistant

superintendent at Portland. He fills temporarily the vacancy created by the resignation of **George W. Ebey**, who is now assistant superintendent at Houston, Tex.

**Orren R. Wagner** is the new assistant superintendent of Mifflin County, Pennsylvania, succeeding **Roy D. Wilson**. Mr. Wilson is now supervising principal of the Burnham-Derry schools in Pennsylvania.

**Samuel J. Steinberger Jr.** is assistant superintendent of schools of Bedford County, Pennsylvania, succeeding **Warren R. Smith**, the new supervising principal of Chestnut Ridge joint schools in Bedford County. Formerly, Mr. Steinberger was principal of Robert Smith High School, Hopewell, Pa.

**Ehud Priestley**, the new superintendent at Nutley, N.J., formerly was high school principal at Nutley.

### IN THE COLLEGES...

**Archie L. Threlkeld**, former superintendent at Denver and Montclair, N.J., has been appointed as a special lecturer on education at Harvard University's graduate school of education. During the last year, Mr. Threlkeld has been at Teachers College, Columbia University, working on a program of training for citizenship.

### OTHERS...

**J. Margaret Carter** is the new assistant director in charge of coordinating film evaluations for the Film Council of America's projects and of sponsoring national F.C.A. film conferences. Formerly American representative for the National Film Board of Canada, Miss Carter opened the first United States office of the N.F.B. at the International Relations Center, Chicago, in 1943.

**Logan Anderson** is now editor of the *Phi Delta Kappan*, official organ of the professional education fraternity, Phi Delta Kappa. In his new work, Mr. Anderson will serve as consultant to all chapter newsletter editors.

### DEATHS...

**Fred W. Hosler**, superintendent at Lynwood, Calif., died October 30. Dr. Hosler went to Lynwood after serving as superintendent in Oklahoma City, Okla. Formerly he had been a member of the state department of instruction of Pennsylvania, superintendent at Allentown, Pa., and president of the Pennsylvania State Education Association.

**Carl J. Batchelder**, deputy state com-

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## NEWS...

missioner of education in Vermont since 1923, died recently. Mr. Batchelder became district superintendent in Washington East District in Vermont in 1919, then undertook a similar assignment in Orleans Central District the following year. He remained in that post until 1923, when he became deputy commissioner. He was president of the Vermont Education Association in 1934-35.

**Arthur Gist**, who retired in 1950 after 20 years as president of Humboldt State College, Arcata, Calif., died recently.

**John L. Stenquist**, since 1922 director of the bureau of measurement, statistics and research, in Baltimore's department of education, died recently. Before going to Baltimore, he was assistant director in the New York City Bureau of Reference, Research and Statistics.

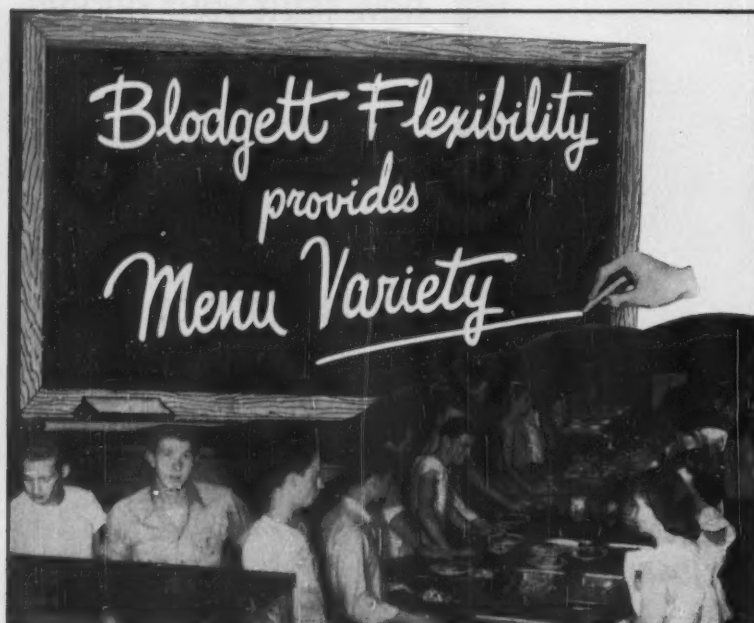
**Martin Miller**, superintendent at Thurston County, Olympia, Wash., and newly elected vice president of the Division of County and Rural Area Superintendents of the National Education As-

sociation, died recently. His successor in the N.E.A. office is **Edwin A. Woodworth**, superintendent at Clackaman County, Oregon City, Ore.

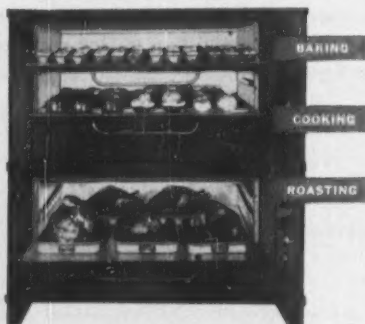
**Morton E. Hinman**, superintendent of the first supervisory district of Onondaga, Onondaga County, New York, from 1916 to 1948, died recently.

**Walter R. Pate**, superintendent at Alliance, Neb., from 1910 to 1923, and president of Peru State Teachers College, Peru, Neb., from 1923 to 1946, died recently.

**Charles Allen Prosser**, a nationally known leader in vocational education, died November 26. A former assistant commissioner of education for Massachusetts, he was a director of the Federal Board for Vocational Education from 1917 to 1919. From 1915 to 1945 he was director of Dunwoody Industrial Institute in Minneapolis.



Young healthy appetites demand nourishing meals. This modern kitchen tool is ideal for schools to keep a steady stream of oven-prepared foods flowing to the school tables . . . **THREE WAYS . . . ROASTING . . . BAKING . . . GENERAL OVEN COOKERY.** The speed and flexibility of a Blodgett Oven make it possible to cook your food to perfection and have it ready on schedule. Dietitians recognize in hot, nourishing oven-prepared meals the best means of serving a wide variety of meals at prices students can afford to pay.



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## COMING EVENTS

### DECEMBER

30. Oregon Association of School Administrators, Salem.

### JANUARY

27, 28. Montana Association of School Administrators, Great Falls.

30, 31. National Citizens Commission for the Public Schools, Denver.

### FEBRUARY

2, 3. North Dakota Association of School Administrators, Bismarck.

2-6. Reading Institute, Temple University, Philadelphia.

5-7. Kansas Council of Administration, Kansas City.

12-14. American Association of Colleges for Teacher Education, N.E.A., Chicago.

12-14. National School Boards Association, Atlantic City, N.J.

14-19. American Association of School Administrators, Atlantic City, N.J.

14-19. American Educational Research Association, Atlantic City, N.J.

14-19. National Society for the Study of Education, Atlantic City, N.J.

24-28. Department of Audio-Visual Instruction, N.E.A., St. Louis.

### MARCH

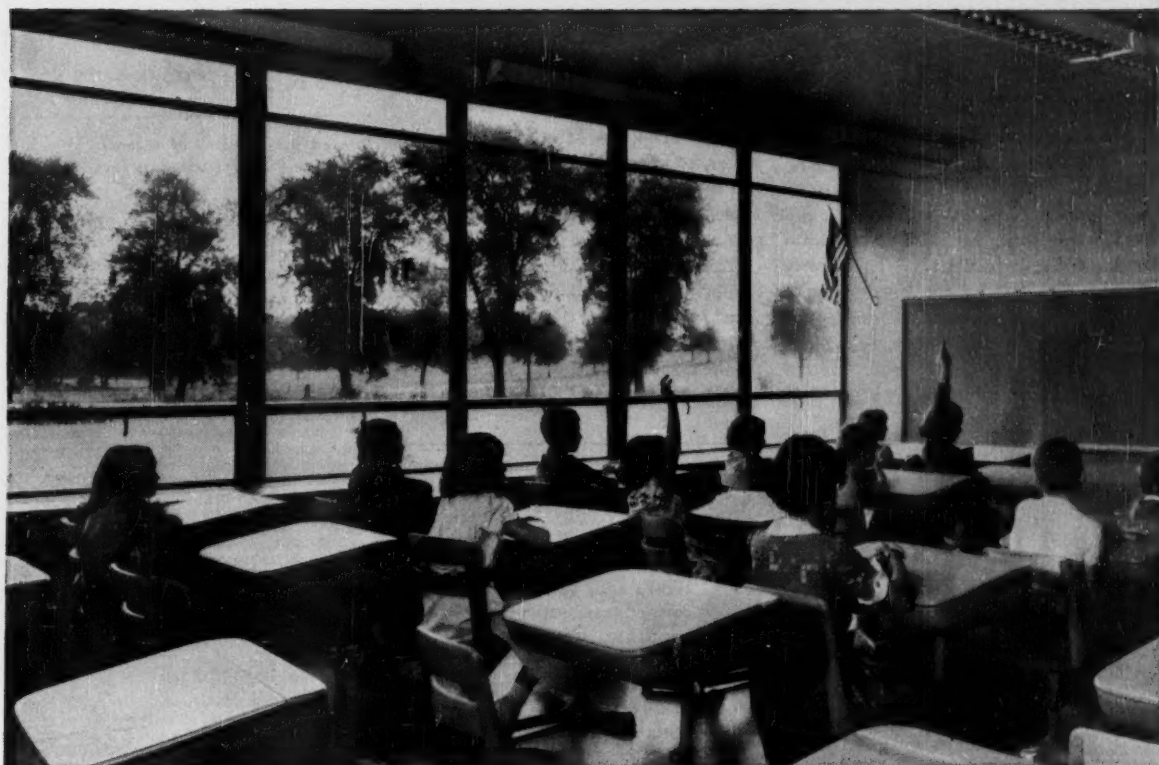
5-7. Missouri Valley Adult Education Association, Kansas City, Mo.

### APRIL

5-10. Study Conference, Association for Childhood Education International, Denver.

### MAY

4, 5. National Association of State Universities, Columbus.



Edgebrook Elementary School, McHenry, Ill. Architect—Raymond A. Orput, Rockford, Ill.

## Nobody's too old to learn here

Even for school board members, superintendents, school architects and consulting engineers, there's a lesson here.

It's a lesson in good daylighting by means of Daylight Walls, in order to end eye-abuse. Experts on eye comfort believe insufficient light has been responsible for most of the eye-weakness now prevalent. Daylight Walls are designed to help correct this condition.

A Daylight Wall uses clear, flat glass because clear glass transmits more light than glass in any other form. The glass extends from wall to wall and from sill all the way to the ceiling. This admits as much light as possible. Shadows, which cause glaring contrasts, are avoided when Daylight Walls are properly used. Notice the evenness of the lighting in this photograph taken without the aid of artificial lights.

Daylight Walls have the additional advantage of permitting natural ventilation near the ceiling where it is most needed. A sense of spaciousness, also, comes from Daylight Walls because clear glass does not obstruct vision. The lines of the ceiling seem to merge with the sky, uniting the outdoors with indoors.

Children like this.

Children like Daylight Walls — with lots of light, a view, a feeling of not being cooped up. The lesson here is that Daylight Walls are today's walls for any room in which you are going to put people.

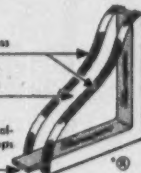
### FOR WINDOW INSULATION

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## NEWS...

### Colleges Produce TV Series Sponsored by Ford Fund

URBANA, ILL.—Thirteen grants-in-aid totaling \$78,500 for radio and television program series to be produced by educational institutions have been announced by the National Association of Education Broadcasters. The money will be provided by the Ford Foundation's Fund for Adult Education.

Recipients of the 13 awards, seven in radio and six in TV, were selected from about 75 applicants.

### Women's Clubs Warned of Attacks on Public Schools

NEW YORK.—Mrs. Edwin Troland, public education chairman of the General Federation of Women's Clubs, made a plea recently to defend the nation's public school system against attack.

Mrs. Troland, speaking at the federation's first conference on education here, asked the group to discover the source of attacks on schools, to see if they were justified, and to work with school leaders to improve schools.

## THE BOOK SHELF

*Printed publications of interest to school administrators are listed as received.*

### ADMINISTRATION

**The Administration of Public Education.** By John T. Wahlquist, San Jose State College, San Jose, Calif., and others. Ronald Press Co., 15 E. 26th St., New York 10. Pp. 612. \$6.

**Second Annual Report of the Cooperative Program in Educational Administration, Middle Atlantic Region.** Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 57.

**Educational Consultants and Their Work in Midwestern State Departments of Education.** An analysis of the work of educational consultants as a key approach to the improvement of educational administration. Compiled by William W. Savage and others, Midwest Administration Center, C.P.E.A. University of Chicago, 5835 Kimbark Ave., Chicago 37. Pp. 72.

**Miami, Florida; an Example of the Effects of the Injection of Partisan Politics Into School Administration.** The report of the investigation by the National Commission for the Defense of Democracy Through Education. National Education Association, 1201 16th St., N.W., Washington 6, D.C. Pp. 48.

### PUBLIC RELATIONS

**Effective Public Relations.** By Scott M. Cutlip, associate professor of journalism, University of Wisconsin, and Allen H. Center, director, public relations, Parker Pen Company. Prentice-Hall, Inc. 70 Fifth Ave., New York 11. Pp. 500. \$5.50.

### SCHOOL PLANT

**School Planning Conferences.** Report from the 1952 summer program at Stanford University: 35 specialists present articles on school-house planning, including lighting, color and equipment. Stanford University Press, Stanford, Calif. Pp. 90. \$5.

### SURVEYS

**Report of the Pasadena School Survey.** A cooperative study directed by Clyde M. Hill, chairman, department of education, and Sterling professor of education, graduate school, Yale University, and Lloyd N. Morrisett, professor of education, University of California. Pasadena Board of Education, 351 S. Hudson Ave., Pasadena 5, Calif. Pp. 940.

**A Survey of Surveys.** An evaluation of the results of 52 surveys and how these results were effected by the division of surveys and field services, George Peabody College for Teachers, Nashville, Tenn. Pp. 56.

### TEACHER EDUCATION

**Proposed Minimum Standards for State Approval of Teacher Preparing Institutions.** The report of an action research project on the development of a set of standards of accreditation to serve as a guide to state departments of education. Circular No. 351, U.S. Office of Education, U.S. Government Printing Office, Washington 25, D.C. Pp. 25. 20 cents.

### OF GENERAL INTEREST

**What Is Race? Evidence from scientists.** By Diana Tead. Presentation of certain essential information about biological aspects of race. UNESCO publication. International Documents Service, Columbia University Press, New York 27. Pp. 88. \$1.

**Education in California.** By Roy W. Cloud, executive secretary, California Teachers Association, 1927-47. Written under the sponsorship of the California Teachers Association. Stanford University Press, Stanford, Calif. Pp. 310. \$6.

**Citizens Advisory Committees: Avenues to Better Schools.** Guidebook for citizens advisory committees and other groups working for better schools. State University of New York, State Education Department, Albany 1, N.Y. Pp. 46.



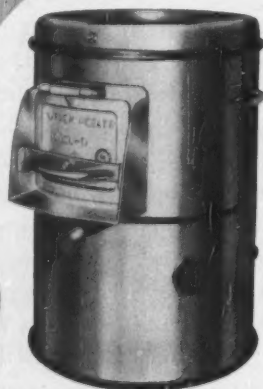
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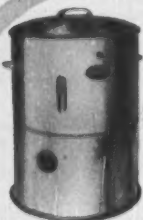
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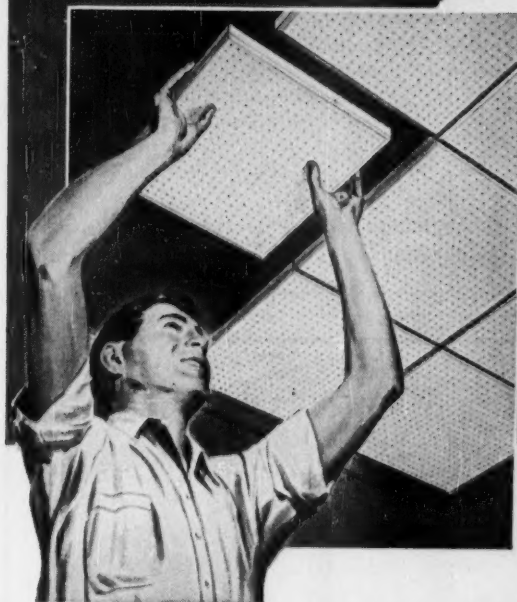


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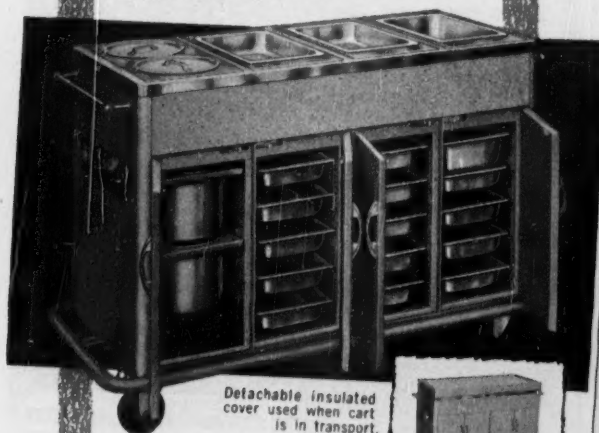
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An entirely new idea for school cafeterias . . . with Naco Portable Carts all meals may be cooked in one central kitchen, then delivered to outlying areas. Entire hot meals including salads, soup, entree, and vegetables may be served.

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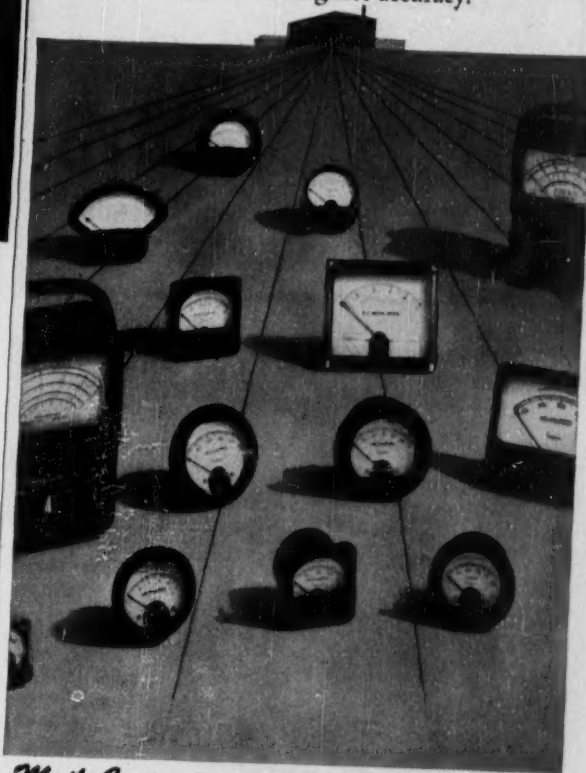
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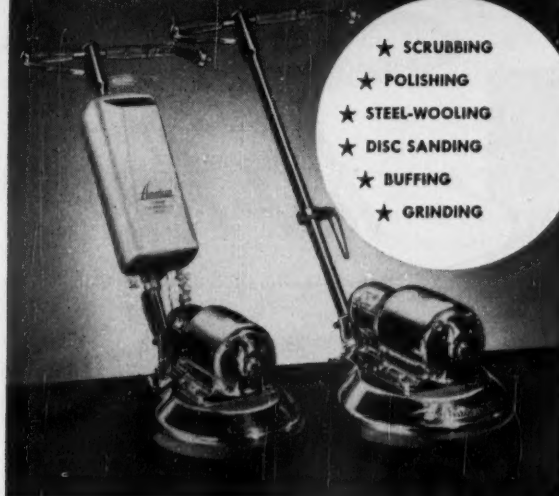
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*Quoted from Past President of the A.S.B.O., Mr. H. C. Roberts—Business Manager of the Sioux City Public Schools.*

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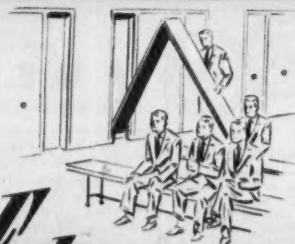
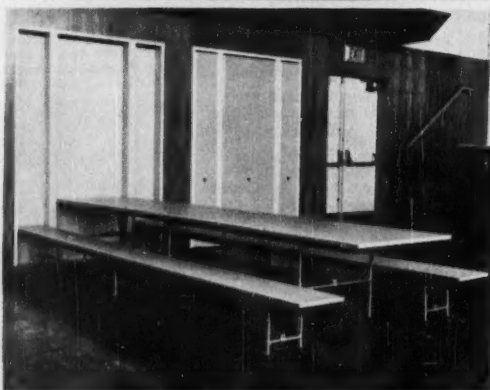
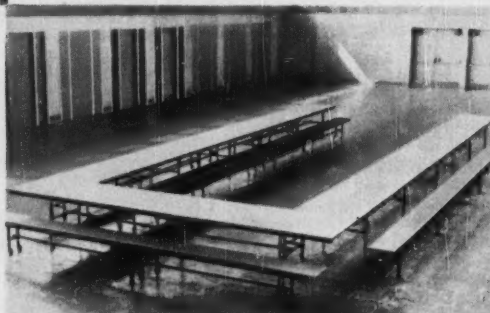
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**COMFORTABLY SEATS 20 CHILDREN:**

Table and benches are 13'-11 3/4" long. Benches are 11 3/4" wide; the table is 30" wide. These extra widths were designed to accommodate both children and adults.



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# What's New FOR SCHOOLS

JANUARY 1953

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 184. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

## Vers-A-Tilt Chalkboard



A tilted surface, which eliminates glare from natural or artificial light is an outstanding feature of the new Vers-A-Tilt Chalkboard unit. The more natural writing position permitted by the tilt reduces writing fatigue and promotes better penmanship. The Vers-A-Tilt is a combination unit with chalkboard on one side and tack board on the reverse. The board is easily reversed to reveal the side needed. The space behind the board may be utilized for storing art materials, maps, papers and other materials.

The Vers-A-Tilt is flexible, versatile and adaptable. It is a packaged unit ready for installation. Each unit is three feet long and is installed by means of four fastenings, reducing installation costs to a minimum. The unit is self-supporting and requires no grounds, adhesive, trim or backing. Chalkboards of any length are installed by utilizing a series of units. Chalk trough and display rail are furnished in continuous lengths to accommodate any desired multiple of units. The unit may be shifted up or down 10 inches, as required, and is available with Clearcite green or black chalkboard on one side, tackboard on the reverse. Claridge Equipment Co., Dept. NS, 4608 W. 20th St., Chicago 50. (Key No. 632)

## China Patterns

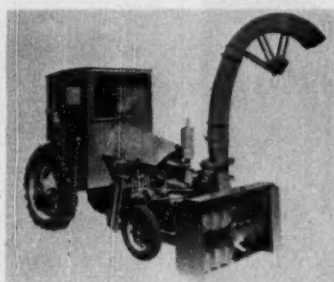
Two new patterns have been introduced in Walker China. An attractive, solid green rim decorates the "Narrim" shape to produce the Greendale pattern. This is a simple, neat pattern in moder-

ately priced china. The second new pattern, Poplar, is available in rich shades of any standard color. It is an attractive leaf design in a hand-engraved pattern. Walker China Co., Dept. NS, Bedford, Ohio. (Key No. 633)

## Snow Throwers

Three new models are available in Maxim Snow Throwers. They include hand operated machines and one rider operated machine which has a protective cab. The machines are designed to eat into the snow and whirl it away, hence depth of snow is not a limiting factor. Snow is thrown many feet away, eliminating high banked edges along walks and driveways. The guiding chute is adjustable both for the direction of snow throwing and for the distance it is to be thrown.

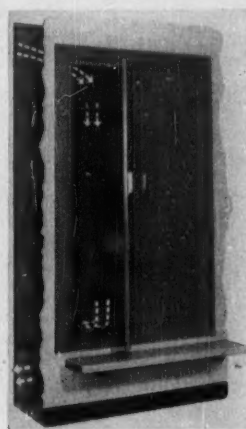
Model 728 is the result of five years of experience in the design and manufacture of hand operated snow throwers. It includes new design and operating features for more efficient hand operation. It has three forward speeds and cuts a path 28 inches wide, increased to 36 inches by using optional wings. Model 419 embodies the new features of Maxim Snow Throwers in a smaller machine, cutting a path 19 inches wide, adjustable to 25 inches. Model 148 (illustrated), a completely new machine, gives nearly three times the throwing capacity of



hand operated machines and travels nearly twice as fast. It is propelled by a 15 h.p. Allis-Chalmers engine and the thrower is separately powered with a 31 h.p. Wisconsin engine. It has four forward speeds and one reverse and has a scoop 27 by 48 inches. The Maxim Silencer Co., Dept. NS, 85 Homestead Ave., Hartford 1, Conn. (Key No. 634)

(Continued on page 166)

## "Air-Flow" Steel Locker



Especially developed to meet all requirements for a properly equipped and ventilated modern locker room, the new "Air-Flow" Steel Locker permits circulation of clean, treated air through the locker. The built-in ventilating system removes odors and keeps clothing fresh and dry. Other features provide convenience and comfort for the user and assure greater locker room cleanliness and sanitation.

A louvered, sloping bottom with shoe holder prevents dirt and trash accumulation inside the locker. The smooth flush-front design and elevated dressing bench make the locker exterior and the locker room floor easier to keep clean. Special hat holder, storage shelf, coat rod and hooks and automatic locking device are other features of the new locker. Penn Metal Corporation of Penna., Dept. NS, 50 Oregon Ave., Philadelphia 48, Pa. (Key No. 635)

## Plastic Brite Kit

Stains are quickly and easily removed from plastic dishes with the new Plastic Brite Kit material. Dishes are soaked for one minute in each of two solutions prepared by dissolving one ounce of the powdered materials in one gallon of water. Chemicals used are harmless to skin and to plastics, yet remove even stubborn stains. The kit is inexpensive. Kelite Products, Inc., Dept. NS, 1250 N. Main St., Los Angeles 12, Calif. (Key No. 636)

## What's New ...

### Rubber Tile Flooring

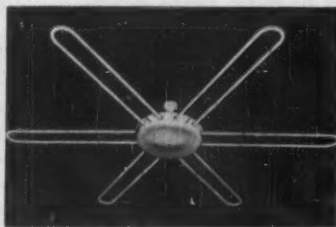
A new line of rubber tile flooring has been introduced under the Gold Seal label for institutional installation. The colors are clear and true in the new quality rubber tile. It is designed to create floors that are resilient, durable and resistant to water and grease. The tile has sound-insulating properties and has a smooth, polished surface. It is resistant to alkali, cleaning agents and light and the color and design extend through the thickness of the tile. Gold Seal Rubber Tile is available in 6 by 6, 9 by 9, 12 by 12 and 18 by 27 inch sizes. Congoleum-Nairn, Inc., Dept. NS, 195 Belgrove Drive, Kearny, N.J. (Key No. 637)

### Classroom Lighting

Reflected glare is practically eliminated with the new six lamp cold-cathode low brightness Hairpin Lamp fixture recently introduced. Designed especially for classroom lighting, the unit does not require expensive louvers and can be installed on present outlets. Fifty foot candles of light on desk tops and approximately thirty foot candles on blackboards are said to be provided in a standard classroom with six of the new fixtures.

Rated at 15,000 hours, the lamps carry an unconditional guarantee by the manu-

facturer for two years against burnouts. The lamps and fixtures require little



maintenance and are easy to keep clean. Illuminating Engineering Co., Dept. NS, Hazel Park, Mich. (Key No. 638)

### Fire-Extinguisher Cart

A Quick-Aid combination fire extinguisher cart has been developed for quick, efficient fire fighting. It carries three extinguishers designed to combat all types of fires. This "Handy Fire Dolly" is a mobile unit which can be easily wheeled into the emergency area by a man or woman and the proper extinguisher selected and brought into action at once.

Included on the Dolly is the General Quick Aid Vapo-Liquid Fire Guard to extinguish fires caused by gasoline, oil, grease, paints and inflammable liquids; a Dry Chemical Fire Guard for all types of electrical fires; and a General Quick

Aid Water-Type Fire Guard with an anti-freeze charge for inside or outside fires caused by wood, paper, textile or rubbish. The General Detroit Corp., Dept. NS, 2272 E. Jefferson Ave., Detroit 7, Mich. (Key No. 639)

### APSCO Staplers

A new line of staplers made in Sweden is being marketed in the United States under the trade name of APSCO by the Automatic Pencil Sharpener Company. Two models are available. Model 2002 loads 210 APSCO No. 2001 staples or any standard No. 1 wire staple. Loading of staples is easy and the sliding anvil allows for either stapling or pinning. The unit is finished in Forest Green with bright parts of polished chrome on a base of copper-nickel to resist corrosion and water.

APSCO Model 4004 is a low cost all-purpose stapler. It also has the sliding anvil for stapling and pinning. The base may be removed if not needed and the small size makes it a handy stapler plier that may be carried in the pocket. It loads 150 APSCO No. 4001 staples or any standard No. 1 wire staple. Automatic Pencil Sharpener Co., Dept. NS, 336 N. Foothill Rd., Beverly Hills, Calif. (Key No. 640)

(Continued on page 168)

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## What's New ...

### Three Dimension Screen

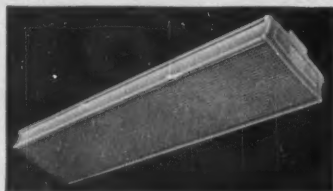
The Stereo-Master has been especially designed to fill the needs for a screen for three dimension picture projection. This portable screen was designed to provide projection surface to bring out the depth of three dimension pictures. The aluminum treated surface gives brilliant pictures on the tight, flat screen which is obtained by the Tensi-Lock, a simple ratchet device. The screen is easily set up in less than a minute as the projection surface rolls out of the protective metal case easily. The Stereo-Master is available in 40 and 50 square inch sizes. Radiant Mfg. Corp., Dept. NS, 2627 W. Roosevelt Rd., Chicago 8. (Key No. 641)

### GrateLite Louver-Diffuser

A new louver diffuser, known as GrateLite, has been produced in a modern design to complement modern fluorescent fixtures and tubes. It is an integral plastic louver for fluorescent lighting which allows as much light to pass through as diffusing glassware. It improves the quality of light and provides low apparent brightness because of the lattice-like pattern. The small open cubical facets form a modern, functional design. GrateLite is molded of Luxtrex styrene and makes a per-

manent installation which is easy to maintain.

It can be cleaned quickly with liquid detergents. The plastic is light weight



and color-stabilized and retains its shape indefinitely. The surface is de-staticized so that dust and bugs fall through the grid openings. Edwin F. Guth Co., Dept. NS, 2615 Washington Ave., St. Louis 3, Mo. (Key No. 642)

### Connolly Roller Grill

The Connolly Roller Grill is a method for the preparation of frankfurters without the necessity of constant attention. It has constant rolling action, ensuring uniform heating, and seals in all of the natural juices and flavor of the meat. It is stainless steel in construction and is easily kept clean. J. J. Connolly Inc., Dept. NS, 457 W. 40th St., New York 18. (Key No. 643)

(Continued on page 170)

### Floor Wax

Beautiflor Traffic Wax is a product that cleans as it waxes. It was developed to provide a water-free maintenance method for wood, linoleum, cork and terrazzo floors. Soap and water scrubbing are not necessary as the dry cleaning agents in the product remove dirt from the floor as the wax is applied. It dissolves old wax films and leaves a new and durable coat of protective wax. Heavy traffic areas can be easily touched up since the new product does not show lap marks. S. C. Johnson & Son, Inc., Dept. NS, Racine, Wis. (Key No. 644)

### Recorded Tapes

Magnecordings by Vox, available as both full and half track recordings on standard recording tape at 7½ inches per second tape speed, are now available featuring major orchestras, conductors and soloists. The half track recordings present a full hour program on a professional 7 inch reel. Magnecordings will be sold by "time segments," the length of the selection determining the price of each tape. They will be made by Magnecord for MaVoTape, Inc., from "master" tapes of the Vox Productions, Inc. library. Magnecord Inc., Dept. NS, 225 W. Ohio St., Chicago 10. (Key No. 645)

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## PLAYS IN "THE BIG GAME"

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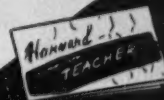
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## What's New ...

### Adjustable Reflector

The new Flexoliter is a fluorescent lighting fixture in which the reflectors can be moved to direct the flow of light according to the need. The light can be easily and quickly changed to fit any indicated light pattern. The flexible steel reflectors have five positions: regular 100 per cent down, 20 per cent up and 80 per cent down, 40 per cent up and 60 per cent down, 50 per cent up and 50 per cent down and 100 per cent up. The fixture is made of 20 gauge steel, finished in white baked enamel, for both 20 and 40 watt lamps. Duro-Test Corp., Dept. NS, North Bergen, N.J. (Key No. 646)

### Automatic Aerator

The new Cory Automatic Aerator-Mixer is designed to provide a practical and simple method for properly and instantaneously re-hydrating food concentrates such as frozen juices, soups and the like. The concentrate is put into the mixer chamber and, at a touch of the button, it is automatically mixed with a measured amount of water, either cold or hot, and thoroughly and automatically aerated for six seconds. The mixer stops automatically. Cory Corporation, Dept. NS, 221 N. La Salle St., Chicago 1. (Key No. 647)

### Penco-Desk

The new Penco-Desk is quickly adjustable to seat any student comfortably. The desk height may be adjusted for 21 to 30 inches and seat height from 12 to 18 inches. Leg room, seat depth and back



panel height may also be adjusted. The seat swivels 45 degrees in both directions against cushioned stops. The back panel is self-pivoting. The one piece steel book box has flat bottom and the desk lid is adjustable to horizontal or inclined positions. It is available with birch wood or plastic top. A special patented design of the steel tube chassis makes the desk sit firmly, even on a floor that is not smooth. Peninsular Manufacturing Co., Dept. NS, 1017 Cottage Grove St., S. E., Grand Rapids 7, Mich. (Key No. 648)

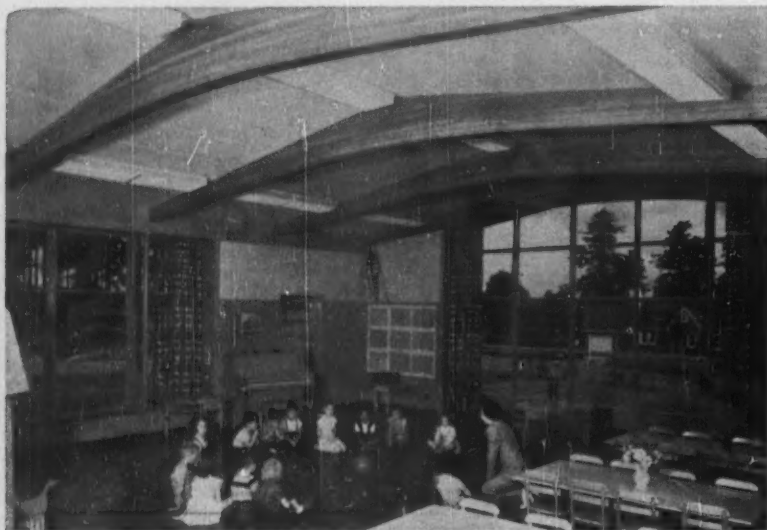
### Universal Tube Bender

A new universal gear type tube bender is being offered which will bend any type of tubing, including hard drawn copper and hard temper steel. The No. 270-F bender is constructed to be positioned on the tube at any point where a bend is desired. It can be used to make right or left hand bends, return bends, offset bends and right angle bends. Benders are designed to be held by hand, clamped in a vise or bolted to a bench. They are available for tubing from 3/8 inch to 1 1/2 inch outside diameter. The Imperial Brass Mfg. Co., Dept. NS, 1200 W. Harrison St., Chicago 7. (Key No. 649)

### Arithmetic Card Game

A new educational card game has been developed to help in teaching children arithmetic simply and interestingly. The game, "I Win," is simple to play and decks are suitable for children in the five to ten year age groups. It consists of question and answer cards, to be paired or matched by the children. The game comes in twelve different decks, including addition, subtraction, multiplication and division. Excelsive Playing Card Co., Dept. NS, 1139 S. Wabash, Chicago 5. (Key No. 650)

(Continued on page 172)



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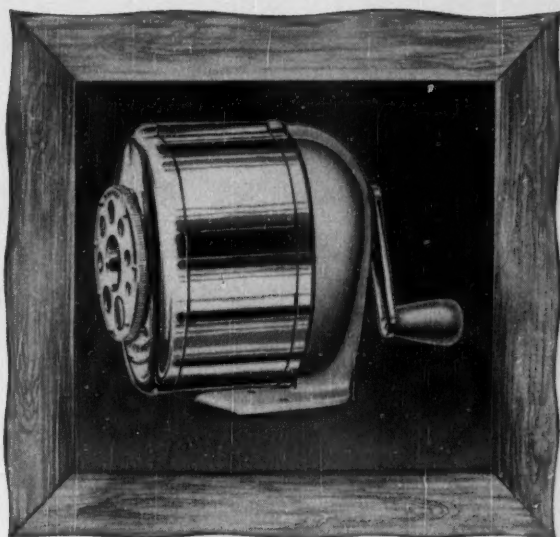
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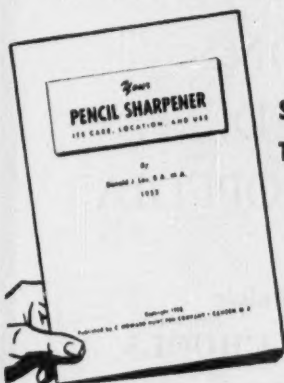


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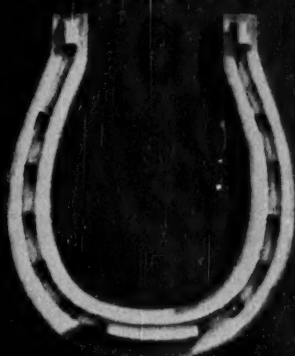
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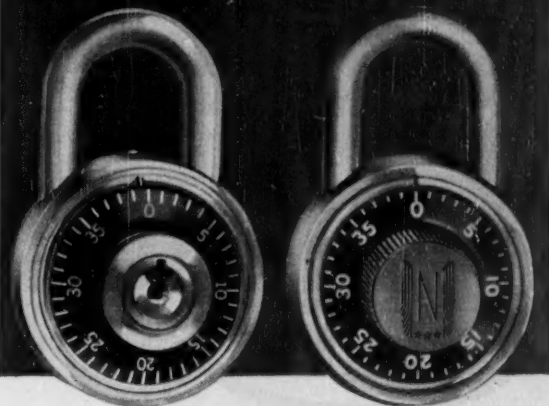
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## What's New ...

### Flat-Pak Chalk Box

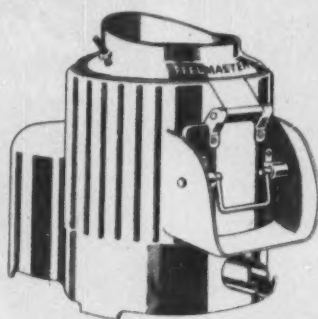
Hygieia Dustless Chalkboard Crayons are now offered in an improved packing. The new box is snug, close fitting and compact, containing a gross of crayons with six rows of sticks, 24 in a row, each stick in a groove of its own, properly cushioned against breakage. The box is corrugated in pearl gray with silver design. The crayons are also available in the regular packing. The American Crayon Co., Dept. NS, Sandusky, Ohio. (Key No. 651)

### Improved Peelmaster

The Peelmaster, for peeling all hard skinned vegetables, has been redesigned for greater efficiency and streamlined appearance. It has a new type non-leakable big door, new self-tightening gaskets on the door, new pouring cover, new non-rustable legs, new water-inlet spray and new pot interior to reject stones. The "friction rub" principle peels 20 pounds of potatoes in approximately one minute.

The entire interior and top, legs and corrugated sides are made of rustproof aluminum. The new machine is available in the floor type Model A and the portable table Model B, illustrated. The body is 16 inches in diameter with outlet and door shelf 21 inches wide. The

oversize 2 inch drain is made so that peels do not clog the machine and there



is but one bearing to oil. Service Appliance Co., Dept. NS, Van Tassel St., Norwalk, Conn. (Key No. 652)

### Electric Generating Plant

The new Model 305CK is a 3500 watt A.C. electric generating plant designed to meet the demand for higher capacity small sized electric generating systems. It provides primary or emergency electric power for stationary, portable or mobile applications. The small, compact unit is powered by the Onan "CK" two cylinder, 4 cycle, air-cooled gasoline engine, built for rugged service. The unit is available in manual or remote

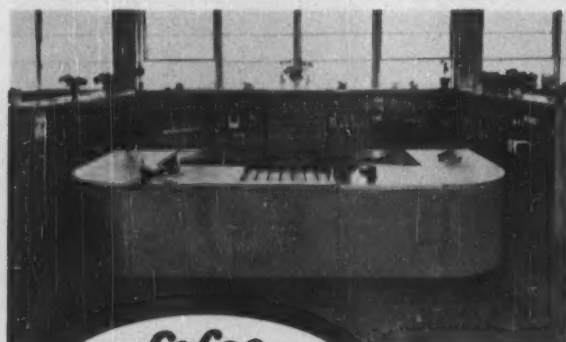
starting models. For standby service, the line transfer control will automatically start the unit, within seconds, after high-line power fails. When power is restored the plant is stopped automatically. D. W. Onan & Sons Inc., Dept. NS, 6251 University Ave., Minneapolis 14, Minn. (Key No. 653)

### Auto Trainer

The Auto Trainer makes possible the teaching of the fundamentals of automobile driving in the classroom. It enables the teacher to present some of the skills which normally are taught in the car in the first few lessons. Students can get individual practice with little or no supervision, using the Auto Trainer, and it is designed to reduce instructor time in a dual control car.

The Trainer consists of conventional controls of clutch, brake, accelerator and transmission which control the speed and direction of a roadway painted on a moving belt. The steering wheel controls the front wheels of a miniature car. Two models are available; Model A for training only, and Model B for training and testing. American Automobile Assn., Traffic Engineering and Safety Dept., Dept. NS, 17th and Pennsylvania Ave., N.W., Washington 6, D.C. (Key No. 654)

(Continued on page 174)



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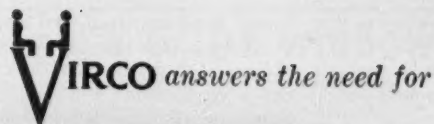
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No. 108 Tablet Arm Chair



2-Pupil Table



Lift Lid Chair Desk



Open Front Desk



Lift Lid Desk

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The APSCO Giant Deluxe Model 51 with its many exclusive features and its "built-in wearability" is perfect for school room installation — economical too.

For valuable money saving tips on Pencil Sharpener installation, send for this FREE booklet.

There's an APSCO Sharpener for every school room need. Look for the APSCO Trademark when you buy. It's your guarantee of quality.



THE CORRECT  
PENCIL  
SHARPENER  
FOR YOUR  
SCHOOL

**AUTOMATIC PENCIL SHARPENER CO.**

336 No. Foothill Road  
Rockford, Illinois

Beverly Hills, Calif.  
Toronto, Canada

**Apsco**



## What's New ...

### Cellar Drainer

A new type of cellar drainer or sump pump for draining boiler rooms and other low areas has recently been introduced. The motor and operating switch are completely enclosed in a stainless steel housing. Should the electrical power fail, the housing allows the pump to be completely submerged without damage to the motor. It also functions as a float to control the pump operation.

The unit is easily installed by connecting the discharge piping and plugging in the electric cord. The operating range is set at the factory and no float adjustment is necessary. Fairbanks, Morse & Co., Dept. NS, 600 S. Michigan Ave., Chicago 5. (Key No. 655)

### Improved Vacuum

The improved Model VA20 vacuum cleaner has a 60 inch water lift and ability to handle both wet and dry pick-up without changing the bag. It is efficient as a wet pick-up for completing rug and carpet scrubbing and shampooing and for heavy-duty dry pick-up. It has a 15 gallon tank of heavy-gauge metal with the inside rust and corrosion proofed with rubber enamel. The tank is easily removed for emptying simply by removing three wing nuts. The tripod carriage has

solid rubber casters which swivel so that the unit is easily pulled.

Standard equipment includes five foot extension handle, hose connector and fi-



ber nozzle connector, 12 inch nozzle for dry pick-up, 12 inch nozzle with squeegee for wet pick-up, fiber crevice tool, six inch upholstery nozzle and upholstery brush. Holt Mfg. Co., Dept. NS, 669 20th St., Oakland 12, Calif. (Key No. 656)

### Compact Photo Copy Machine

The new Exact-Photo-Copy is a compact, motor driven unit for automatic photocopying. The dry processing unit

copies anything typed, written, printed or drawn and is simple to operate. It is plugged into any electrical outlet and operates automatically when forms are inserted according to instructions. Copies are made in a minimum of time by unskilled help with a few minutes of instruction. General Photo Products Co., Inc., Dept. NS, Chatham, N. J. (Key No. 657)

### Multiple Electrical Outlet

Plugmold 2000 is a new multiple electrical convenience outlet system. It is a steel raceway that safely carries multiple electrical outlets around the walls of any room, providing an outlet every 30 inches in a continuous run. It has been designed for use in any type of building, old or new, and is especially suited to institutional use.

Use of the new system eliminates the necessity for makeshift wiring or a mass of extension cords, with the accompanying hazards of tripping and fire. Plugmold 2000 is easily mounted along any wall surface, along the edge of counters, laboratory benches or desks. It is surface mounted and becomes part of the baseboard or trim without tearing out any installations. The Wiremold Co., Dept. NS, Hartford 10, Conn. (Key No. 658)

(Continued on page 178)

## Don't just hope for Voit quality... Play Voit and be sure

Collegiate stars, outstanding coaches, school buyers tell us, "Feature for feature, game after game, Voit is tops. You ought to build the best. You originated the rubber-covered basketball. You were making championship basketballs before most of your competitors were in the rubber-covered ball business."

### Voit basketballs cost so little

Voit Basketballs cost no more and yet last from 3 to 6 times longer than any other type. The extra games you get from Voit pay off your initial investment.

Try them all and you'll know why Voit is best



**XB20** America's finest basketball for indoor, championship play. Official for all games upon mutual consent of competing teams.



**CB2** Favored by schools for 16 years for rough indoor or outdoor play. Sanctioned for official high school play.

## FOR YOUR WIDE WINDOWS



*The Draper X-L unit shown above provides for windows of unlimited width*



Shades are mounted to a heavy gauge steel shield



Offset brackets give shades 6" overlap

### THERE IS A DRAPER DARKENING SHADE FOR WINDOWS OF ANY TYPE OR SIZE

**X-L**—For extremely wide and multiple windows.

**PAKFOLD**—One set of demountable shades may be moved from room to room.

**LITE-LOCK**—Roller box and side channel equipment for laboratory installations.

**SKYLIGHT**—A rugged and efficient unit.

**WRITE TODAY** for our latest 20 pg. catalog, "Correctly Controlled Daylight" — with cloth samples, etc.

**LUTHER O. DRAPER SHADE CO.**

P.O. Box 395

Spiceland, Indiana

## BARRICKS *America's Finest* FOLDING TABLES

Barricks are the only folding tables that have the outstanding *Barricks Automatic Leg Lock* which is unconditionally guaranteed for 5 years! Legs lock into position automatically . . . close at a finger touch!

*Barricks Steel Channel Girder* assures built-to-last tables that withstand the hardest service. That's why shrewd buyers for schools, hotels, churches and institutions specify Barricks tables.

Available in rounds and rectangular in a style and size to meet every budget.

THE ONLY TABLES with the **BARRICKS AUTOMATIC LEG LOCK** and **CHANNEL-GIRDER CONSTRUCTION**



SEE YOUR DEALER OR WRITE TODAY FOR OUR NEW 1953 CATALOG

**BARRICKS MFG. CO.** 2253 S. HALSTED ST., CHICAGO 8, ILL.

## Square Dancing



can be  
**So easy to learn**  
**So easy to teach**

With these Square Dance Records with Progressive Oral Instructions and Calls by **ED DURLACHER**

Here is the easy and economical way to offer square dance instructions in your school . . . the **HONOR YOUR PARTNER** series of square dance records.

Each record in albums 1 to 4 starts with simplified, progressive oral instructions by Ed Durlacher—instructions easily understood by school children of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The **TOP HANDS**, directed by **FRANK NOVA K**, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, **ED DURLACHER**.

The fifth album in the series contains music only, without calls or instructions—**"The Square Dance Caller's Delight."** Those who like calling square dances will **LOVE** doing the calls with this music behind them.

### COUPLE DANCES AND MIXERS

Album 6: Full oral "walk-through" instructions for six couple dances and mixers . . . all popular favorites. Includes a 12" record of music for all six.

### RHYTHMS

Album 7: Designed to aid in the teaching of rhythms to the very young. Popular children's favorite tunes are used to illustrate many rhythmic movements. Just the album you've wanted for so very long.

All records are guaranteed against breakage, **FOREVER!**

**HONOR YOUR PARTNER**

You'll want to learn more about the **HONOR YOUR PARTNER** albums. Write today for a descriptive folder.

**SQUARE DANCE ASSOCIATES, Dept. NS-14, Freeport, N. Y.**

**MYSTIK**  
BRAND  
**TAPE**  
SELF-STIK / CLOTH

**Fix Books**

**BETTER THAN NEW!**

- Repairs
- Reinforces
- Beautifies

For book repairs nothing compares with **MYSTIK® BRAND TAPE**. It's quick, easy, economical. It's a strong, plastic-coated, beautiful cloth tape in 7 colors! Use for books, music, albums, pamphlets, bind your own portfolios. Reinforce old and new books . . . make old books look and wear like new . . . beautify any book! Letter with Electric Stylus, Electro Pencil, pen and ink. In rolls 1½ to 4 in. wide. Ask your supplier or write for folder and full information now. **Myatik Adhesive Products, 2676 N. Kildare, Chicago 39.**

**SELF-STIK • CLOTH • 7 COLORS**

© MAY 1962 T. M. Myatik Registered



## At your age!

If you are over 21 (or under 101) it's none too soon for you to follow the example of our hero, Ed Parmalee, and face the life-saving facts about cancer as presented in our new film "Man Alive!". You'll learn, too, that cancer is not unlike serious engine trouble—it usually gives you a warning:

(1) any sore that does not heal (2) a lump or thickening, in the breast or elsewhere (3) unusual bleeding or discharge (4) any change in a wart or mole (5) persistent indigestion or difficulty in swallowing (6) persistent hoarseness or cough (7) any change in normal bowel habits.

While these may not *always* mean cancer, any one of them should mean a visit to your doctor.

Most cancers are curable but *only* if treated in time!

You and Ed will also learn that until science finds a cure for *all* cancers your best "insurance" is a thorough health examination every year, no matter how well you may feel—twice a year if you are a man over 45 or a woman over 35.

For information on where you can see this film, call us or write to "Cancer" in care of your local Post Office.

*American Cancer Society*



MAN ALIVE! is the story of Ed Parmalee, whose fear weakens his judgment. He uses denial, sarcasm and anger in a delightful fashion to avoid having his car properly serviced and to avoid going to a doctor to have a symptom checked that may mean cancer. He finally learns what a difference it makes (in his peace of mind and in his disposition) to know how he can best guard himself and his family against death from cancer.



There's SAFETY in this key

# PROTECT

your lockers

with

## DUDLEY LOCKS

This exclusive and unique key can not easily be duplicated by commercial locksmiths. It gives protection to your lockers unavailable with any other lock. And after all, what is a locker lock for if not to prevent unauthorized opening through key copying—or any other means. Get Dudley locks and be sure. Write for details of the Dudley Self-Financing Plan, and catalog.



**RD-2**  
Rotating dial combination with Master-Chart control

**P-570**  
Master-Keyed combination with the SAFE Dudley key

### DUDLEY LOCK CORPORATION

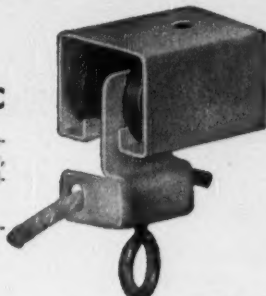
DEPT. 110, CRYSTAL LAKE, ILLINOIS



## SPANOTRAC

A new and exceptional light-to-medium drapery track. Sturdy, durable. For diversified applications such as:

- Black-out windows in audio-visual classrooms
- Auditorium windows
- Small stages



Track and Carrier Assembly



Section of Track Assembly



## STEELITE CYCLORAMA

An extremely versatile track for stages where diversified settings are desired. Permits increasing or decreasing size of stage at will.

Available in 3 Types of Operation

- (a) "Walk-Around" (b) Endless Cord  
(c) One-way Cord

Can be used with curtains up to 200 lbs.

Produced by the makers of famous Autodrape Curtain Machines & ADC Curtain Tracks for every purpose

WRITE FOR DETAILS AND PRICE INFORMATION

## AUTOMATIC DEVICES CO.

116 N. 8th Street • Allentown, Pa.

"We Support the Most Celebrated Curtains in the World"

*Krueger's Ahead*  
WITH THE FINEST  
TUBULAR CHAIR EVER!



More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast: —

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
- Curved rolled edge backrest
- Positive, non-pinching seat lock
- Silent folding operation
- Y-type non-tipping frame
- Baked-on enamel finish

FEATURES THAT MEAN MORE!



Vertical steel bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Steel dome feet for smooth gliding can also be covered with mar-proof white rubber feet.

No. 62, with curved hardwood veneer seat for indoors and No. 61, with perforated, curved steel seat for outdoor use, provide you with super quality seating that is sturdily built to last for years. Light in weight, quick and quiet folding, easy to carry and store.

WRITE FOR CATALOG

Describing the complete Krueger line of steel tubular and channel frame folding chairs.

# KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

# FORD

## SCHOOL BUS

## SAFETY

## CHASSIS

Designed and  
Built to  
NEA Standards!

## What's New ...

### Metal Corner Protection

A reinforcing product for outside corner angles, uncased door and window openings, pilasters, beams and soffits is offered in the new Perf-A-Bead metal corner protection for Gypsum Wallboard construction. It is easily installed with regular Perf-A-Tape cement and consists of a metal bead to protect the corner with Perf-A-Tape wings or flanges on each side. It is available in 8 foot lengths. United States Gypsum Co., Dept. NS, 300 W. Adams St., Chicago 6. (Key No. 659)

### Portable Stage

A new dual-purpose unit has been developed which serves as a portable stage or as a maintenance tower. The stage can be assembled or dismantled by one man in a matter of minutes. When not in use as a stage it can be easily assembled into a rolling tower for cleaning and maintenance. With the use of the portable stage, a gymnasium can be quickly converted for use as an auditorium, when portable or roll away seating is employed.

The stage is formed of tubular steel scaffold frames, having a safety factor of over eight to one and is obtainable in any size desired. The supporting

frames are prefabricated to speed assembling on location and to ensure against spacing errors during erection. The stage, when dismantled, can be stored in a minimum of space. Casters on screw jack legs are provided with a steel ladder for use on the maintenance tower. The adjustable screw legs make it easy to use the tower on steps or uneven terrain. Beatty Scaffold, Inc., Dept. NS, Tunnel Ave. and Beatty Rd., San Francisco 24, Calif. (Key No. 660)

### Ceiling Luminaires

Gar-See-Lite is a new series of fluorescent ceiling fixtures designed to embody quality features at low prices. The new



fixtures are of the general-diffuse type, providing approximately 50 per cent direct and 50 per cent indirect light distribution. Side panels are available in plastic, metal or illuminated metal. Both 2 lamp and 4 lamp units are available for standard fluorescent or slimline lamps. The louvers are lowered by releasing spring catch at either or both ends for ease in cleaning and relamping. Only one end of the louver need be

lowered for relamping. Garden City Plating and Manufacturing Co., Dept. NS, 1750 N. Ashland Ave., Chicago 22. (Key No. 661)

### Seaporclad Wall Material

Porcelain enameled curtain wall material has been introduced for construction use in replacing heavy masonry walls. Seaporclad is of sandwich construction, combining the use of various types of fire-resistant, sound and thermal insulating cores with skins of diversified metals. Surfaces can be in porcelain enamel on both sides or on only one side, with opposite faces of paint-grip steel, aluminum, stainless steel, galvaneal or other sheet metals. Cores can be made in thicknesses and materials to meet individual requirements.

The product is produced in single pieces sized up to 5 by 10 feet and can be used to provide a single interior-exterior wall or as a veneer on either interior or exterior walls. It is light in weight, speeding construction and reducing the weight requirements of the structural steel supporting framework. Porcelain enamel faces can be furnished in any color or texture and can be matched to building material. Seaporcel Metals, Inc., Dept. NS, 28-20 Borden Ave., Long Island City 1, N.Y. (Key No. 662)

(Continued on page 180)

## Student Aids for Library Training



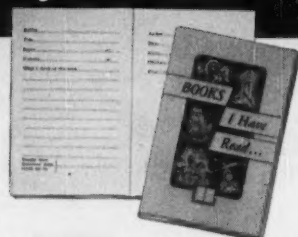
### "HOW TO USE THE LIBRARY"

Supplements lessons given by the librarian or serves as a time-saving substitute for such lessons.

Explains clearly and simply the Decimal Classification, the card catalog, dictionary, encyclopedia, reference books, "Readers' Guide" and the making of bibliographies.

Size 6" x 9" — 12 pages

1 to 50	.14 each
50 to 100	.13 each
100 to 500	.12 each



### "BOOKS I HAVE READ"

Very popular with boys and girls. Has been found exceptionally valuable in encouraging them to record their impressions of books they read.

Such records may be used individually or in connection with reading clubs of various types.

Size 4" x 6" — 31 pages

10 to 50	\$.09 each
50 to 100	.08 each
100 to 500	7.50 per 100

Immediate Shipment — Postage Paid

**Gaylord Bros., INC.**

SYRACUSE, N. Y.

STOCKTON, CALIF.

**LIBRARY SUPPLIES**  
Standard Library  
Furniture



**UNEQUALED in APPEARANCE,**

**Mitchell**  
**FOLD-O-LEG**  
**tables**

**DURABILITY**  
**and**  
**STRENGTH**

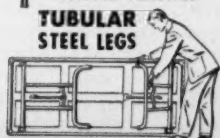
Convert any room  
into a Banquet or  
Group Activity Room...  
Set up or clear in minutes  
**QUICKLY FOLD or UNFOLD**  
for Changing Room Uses



**TUBULAR**  
**STEEL LEGS**



**MAXIMUM**  
**SEATING**  
**MINIMUM**  
**STORAGE**



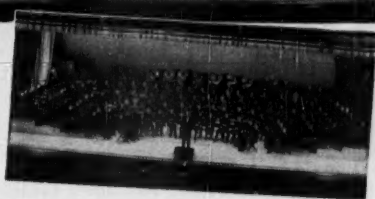
**THE STRONGEST, HANDIEST FOLDING TABLE MADE!**

**Mitchell**  
**PORTABLE**  
**FOLDING STANDS**

**EASY TO SET-UP**  
**ON or OFF STAGE**



**RIGID, SAFE**  
**for BAND**  
**ORCHESTRA**  
**CHORAL &**  
**DRAMATIC**  
**GROUPS**



**LEGS FOLD UNDER FOR**  
**MINIMUM STORAGE**  
**STACK IN SMALL SPACE**  
**SAVE TIME & LABOR**

**IMPROVE APPEARANCE**  
**AND PERFORMANCE**

Better Acoustics and Discipline, Easier control of group by Director. Available in 1, 2, 3 or 4 elevations. Easy to handle units with strong 4' x 8' Fir plywood tops and rigid tubular steel legs. Band stand shown stores in a space only 4' x 8' x 6' high.

Write for Descriptive Folders

**MITCHELL MFG. COMPANY**

2734 S. 34TH STREET • MILWAUKEE 46, WIS.

MANUFACTURERS OF

**MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS**

**Performance-Proved**  
**at the**  
**UNIVERSITY of OKLAHOMA**

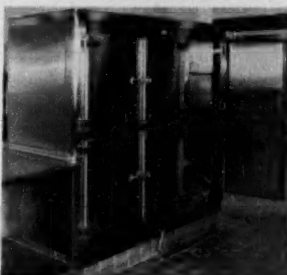
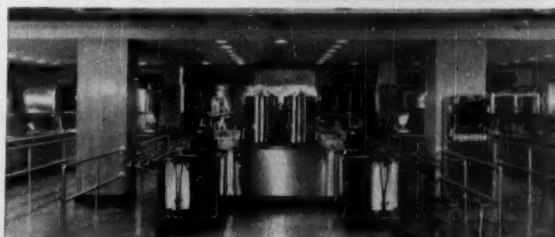
**HERRICK**

**STAINLESS STEEL REFRIGERATORS**

At right is an exterior view of the Memorial Union Building at the University of Oklahoma in Norman. Architects were Sorey, Hill and Sorey of Oklahoma City.



Directly below is the entrance to the Will Rogers Cafeteria in the new building.



At left is a close-up of one of seven HERRICK Stainless Steel Refrigerators serving the Memorial Union's ultra-modern kitchen. Pictured is a HERRICK Model RSS66 Double-Front Pass Through. HERRICK units were supplied by Goodner Van Engineering Company of Tulsa, Oklahoma.

One of the country's finest Memorial Union Buildings is at the University of Oklahoma in Norman. Exceptional dining facilities are offered, including the Will Rogers Cafeteria, Fountain Room, Ming Room and Grand Ball Room. Combined seating capacity is approximately 2,400 people. • All food is prepared in one central kitchen, with the aid of seven HERRICK Stainless Steel Refrigerators. Assuring peak freshness and flavor are three Storage Reach-Ins, a Cook's Reach-In, a Salad Reach-In, a special Milk Refrigerator and a Double-Front Pass Through. For trouble-free, low-cost-per-year service, HERRICK is tops. Quality makes the difference. Write today for name of your nearest HERRICK supplier.

**HERRICK REFRIGERATOR CO., WATERLOO, IOWA**  
**DEPT. N. COMMERCIAL REFRIGERATION DIVISION**

**HERRICK**

*The Aristocrat of Refrigerators*



## What's New ...

### Synthetic Coating

Pozcote is a new corrosion-resistant synthetic coating for wood, masonry and metal surfaces. It is impervious to water, acids, alkalies, alcohol, syrups, oils and greases. It can be used indoors or out and is tough and long wearing. It does not crack or peel from temperature changes and stands up as a floor coating under heavy traffic. Pozcote is available in black, aluminum, clear, white and a complete assortment of colors. The Monroe Co., Inc., Dept. NS, 10703 Quebec Ave., Cleveland 6, Ohio. (Key No. 663)

### Copyflex Machine

Any size form can be copied in seconds with the new desk-side Copyflex Model 14 photocopy machine. It is virtually automatic in operation and makes low-cost positive copies of practically anything typed, written, printed or drawn. The large copying width of 20 inches enables it to copy large sheets or ordinary letter size forms two at a time.

The machine operates with practically no sound and requires no masters, inks, special lighting, exhaust ducts or installation. Less than a square yard of floor space is required for the machine which can be rolled on casters to any

area required and needs only to be plugged into a standard electrical outlet. The machine can be operated by



unskilled personnel with a few minutes of instruction. Charles Bruning Company, Inc., Dept. NS, 125 North St., Teterboro, N.J. (Key No. 664)

### Coffee Stain Remover

The flavor of coffee is improved when coffee makers and servers are cleaned with Coffee Stain Remover. This odorless, economical, easy to use compound removes residual coffee oils and stains that seem impervious to ordinary cleaning. Coffee stains can also be removed from plastic and other dinner ware and from linens by using the Maid-Easy Coffee Stain Remover.

Maid-Easy Cleansing Products Corp., Dept. NS, 25 Elm Ave., Mt. Vernon, N.Y. (Key No. 665)

### Rotary Snow Plow

The Jari Jr. Rotary Snow Plow can be switched for use as a power mower through use of the new 20 inch reel attachment. When used as a snow plow, the self-propelled unit will clear up to 4500 square feet and handle up to 18 tons of snow per hour. A 28 inch sickle-bar attachment is also available for converting the Jari Jr. Snow Plow into a power scythe. Jari Products, Inc., Dept. NS, 2938 Pillsbury Ave., Minneapolis 8, Minn. (Key No. 666)

### Mimeo-Duplicator

The Marr "Fleetwing" mimeo-duplicator prints up to 5000 sheets an hour. It is low in price and has a specially designed two-speed portable drive unit. It runs a wide variety of stock from 3 by 5 to 9 by 16 inches and has automatic, positive, single sheet continuous load feed. The Fleetwing features a new inking system and an automatic counter, and is available for electric or manual operation. Marr Duplicator Co., Inc., Dept. NS, 53 Park Place, New York 7. (Key No. 667)

(Continued on page 182)

## For effective visual elementary math teaching



Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 1 3/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math . . . highly commended by teachers, principals and boards (Pat. Pend. . . Reg. App. for)

- Time Teaching Clocks • Folding Easels • Stoves
- Sinks • Refrigerators • Ironing Boards
- Educational Toys • Jig-saw Puzzles • Peg Boards
- Drawing Boards • Playhouse Screens • Beads

DEPARTMENT NS

**DAINTEE TOYS, INC.**  
230 STEUBEN STREET, BROOKLYN 5, N. Y.

Send for "Manual for Teaching with Counting Frame" by Dr. Irving Allen Dodes.



**BEST FOR EVERY FOLDING CHAIR PURPOSE!**

- **DURABLE**—strong steel frame, reinforced
- **SAFE**—no tipping, pinching, snagging hazards
- **COMFORTABLE**—extra-wide, extra-deep seats and backs
- **CONVENIENT**—fold quietly, quickly, compactly
- **RUBBER SHOES**—long-life, replaceable
- **SEAT STYLES**—formed plywood with durable lacquer finish; or vinyl-plastic upholstered

**OVER EIGHT MILLION IN USE!**

WRITE FOR  
DESCRIPTIONS  
AND PRICES

**American Seating Company**

Grand Rapids 2, Michigan  
Branch Offices and Distributors in Principal Cities

Folding school

# TABLE

by

## HOWE

FOR SCHOOLROOM, CAFETERIA  
AND OTHER ACTIVITIES

Ample leg room at both ends and sides of table. A brace at each leg for extra strength,—a leg at each corner for engineering balance. All steel chassis riveted (not screwed) to a complete  $\frac{3}{8}$ " Plywood top (not just a frame) for extra ruggedness, with  $\frac{1}{16}$ " Formica,  $\frac{1}{8}$ " Masonite Tempered Presdwood or  $\frac{1}{8}$ " Linoleum glued to Plywood, giving a smooth, hard, durable surface with no rivets showing. Metal molding around edge. Table folds to  $2\frac{1}{2}$ ".

Standard sizes 30" x 72" and 30" x 96".

Standard heights 30" and 29"—lower for young children.

Note—also comes with Plywood Tops only.

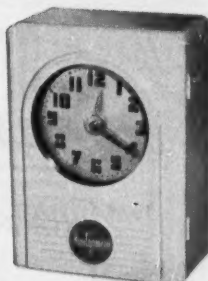
If It Folds—Ask Howe

**HOWE FOLDING FURNITURE, Inc.**

1 PARK AVENUE

NEW YORK, N. Y.

**Automatic  
Classroom Timing  
Need Not  
Be Expensive!**



*Montgomery* PROGRAM TIMERS

**Give Dependable Timing  
At Small Cost!**

A Montgomery Clock, with necessary bells, buzzers, horns and transformer, may cost less than \$200.00. The clock alone costs as little as \$86.25. Your own school electrician can make the installation. Thousands of schools are finding Montgomery Program Clocks indispensable. You can set schedules easily, without tools. Choice of 12 or 24 hour program discs.

Write today for complete details, or ask your School Supplies Distributor.

*Montgomery*

MANUFACTURING  
COMPANY

OWENSVILLE 6, INDIANA

OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

*Simplify*  
**SCHOOL ADMINISTRATION**



*Rauland*

**Low Cost S24**

**Intercommunication System  
for the Smaller School**

Designed for use where voice communication is the primary need, the RAULAND Model S24 System offers ideal low-cost two-way intercommunication for supervision of all school activities.

**Capacity Up to 48 Rooms:** The S24 System is available with facilities for intercommunicating with 12, 24 or up to 48 rooms. Incoming and outgoing volume controls are provided for adjusting volume to and from rooms.

**Microphone Operation:** Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. An ALL-CALL feature permits simultaneous speech through all room speakers by the operation of a single switch; an invaluable feature for Emergency supervision. Can also be used to amplify auditorium or gymnasium programs.

**Radio and Phone Provision:** To achieve added versatility and usefulness, the S24 System has provision for connecting external radio or phonograph, permitting the distribution of radio or recorded programs to room speakers. Speech origination from any room to the master unit is also possible. The S24 System is attractively housed in a compact metal cabinet for convenient use on table or desk.

The low-cost RAULAND S24 System offers unusual intercommunication facilities, superb tone quality, and complete trouble-free dependability. Write us today for full details on the S24 System, and for information on the complete line of RAULAND Centralized Sound Systems for schools.

**RAULAND-BORG CORPORATION**  
3523-N ADDISON ST., CHICAGO 18, ILLINOIS

OVER 1500 SCHOOLS ARE EQUIPPED WITH

*Rauland*

SOUND AND INTERCOMMUNICATION

# What's New...

## Product Literature

• Cram's Catalog No. 85 of Maps, Globes, Atlases and Charts is now available from The George F. Cram Co., Inc., 730 E. Washington St., Indianapolis 7, Ind. The 48 page catalog is fully indexed by subject and item. In addition to general information on the products of the company and special teaching helps, maps are illustrated in full color with descriptive information and details of mountings and display rails. (Key No. 669)

• A free booklet is being distributed to radio clubs, radio classes and other groups of radio or electronics students by Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7, in cooperation with the American Radio Relay League. "You Can Be There" is the title of the booklet which tells the story of amateur radio and the interest in developing a "ham" station. (Key No. 669)

• Reproducing yearbooks, reports, forms and other types of printed material by photo offset from typed copy can now be expedited. A new booklet, "Typographic Planning for Typewriter Composition," has been released as a guide to the preparation of master copy, as well as a useful instruction book for the classroom. Issued by International Business Machines Corp., 590 Madison Ave., New

York 22, the booklet explains the relation between inches and printers' measurements, the point and the pica, line spacing and leading are discussed, and instructions are given for determining type sizes. The booklet has a soil resistant cover and is plastic bound to lie flat when open. (Key No. 670)

• The GoldE Index System for handling slides is discussed in a folder entitled "The Easiest Way to Protect and Project 2 x 2 Slides." Including a complete selection of filing cases which holds slides ready for immediate projection, the system is described and uses are illustrated. The GoldE Neva-Warp File, which is the heart of the index system, is illustrated and its use discussed in the folder issued by GoldE Mfg. Co., 4888 N. Clark St., Chicago 40. (Key No. 671)

• Printed especially for school use, the new Bulletin No. 103-D issued by Niagara Machine & Tool Works, 637 Northland Ave., Buffalo 11, N. Y., shows typical floor layouts for sheet metal shops of various sizes, together with lists of sheet metal tools and machines suggested for these shops. Reference tables on the last page have been compiled and printed as aids to students. In addition, in a pocket on page 5 is a small catalog on the line of tools for sheet metal work. (Key No. 672)

• "The Care and Cleaning of Chalkboards" is the title of a new folder issued by Weber Costello Co., Chicago Heights, Ill. Intended as a guide in the proper care of chalkboards, regardless of the material of which they are made and of the color, the bulletin stresses care in buying, use of a good grade of chalk and proper cleaning to get the best performance and service. The bulletin is illustrated with drawings and each point of the care is fully but briefly discussed. (Key No. 673)

• A revised edition is now available of the Kodak Data Book, "Slides," issued by the Eastman Kodak Co., Rochester 4, N. Y. This Fourth Edition carries recommendations and data on films, cameras and projectors for slide making and has references to obsolete equipment and materials which have been eliminated. It provides a comprehensive reference manual for all photographic workers interested in producing their own slides. The book sells at 50 cents per copy. (Key No. 674)

• The 1952-53 I.C.S. Film Catalog of 16 mm. sound films is now available from Institutional Cinema Service Inc., 1560 Broadway, New York 36. The films are divided into educational and entertainment classifications with full data on each. (Key No. 675)

(Continued on page 184)

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## What's New . . .

• A folder on Kewanee Square-Heat Boiler for Oil, Gas or Stoker Firing is available from Kewanee-Ross Corporation, Kewanee, Ill. Describing the boiler as designed for heating medium sized buildings dependably with high efficiency, the folder tells the story of this versatile boiler and its operation and uses. (Key No. 676)

• "The Story of Safety" and how it is achieved in a large organization is told in a booklet issued by E. I. du Pont de Nemours & Co., Wilmington, Del. Realizing that safety is simply sound business procedure, the company instituted a safety program which takes into account every possibility. As a result of constant research and watchfulness most possible accidents are avoided. (Key No. 677)

• How Erie City VL Steam Generators are constructed, how they operate, design features and the VL circulation system are some of the points covered in a new booklet on the subject issued by Erie City Iron Works, Erie, Pa. The factory assembled VL's combine 2-drum water tube boiler, integral water cooled furnace, brickwork, insulation and complete steel casing. Various types of VL steam generators are described and there is a list of representative users of this equipment including schools, colleges and hospitals. (Key No. 678)

• Wincinerator commercial incinerators are fully illustrated and described in a new four page folder, "Pays for Itself," recently released by the Winnen Incinerator Co., 932 Broadway, Bedford, Ohio. Complete information on installation and operation of these incinerators as well as data on automatic controls and special equipment are included. (Key No. 679)

• Catalog No. 5205 on lathes, drill presses, bench shapers and accessories has been issued by South Bend Lathe Works, 425 E. Madison St., South Bend 22, Ind. Each item in the line is illustrated and described with full specifications. (Key No. 680)

• The complete line of floor cleaning equipment available from Geerpres Wringer, Inc., P. O. Box 658, Muskegon, Mich., is illustrated and described in a new bulletin and catalog insert No. 251-2. Specifications and design features of the wringers and casters chassis are described. (Key No. 681)

• The story of Square D motor control is told in a booklet released by Square D Company, 4041 N. Richards St., Milwaukee 12, Wis. The company's field engineering service, drafting department, and job shop engineering are discussed. Actual photographs of manufacturing operations are supplemented by descriptive text telling the story of manufacturing and design operations. (Key No. 682)

• "Kitchen Equipment for High Schools and Colleges and the Planning of Homemaking and Home Economics Departments" is the title of a new booklet recently released by the Home Economics Department of the Crosley Division, Avco Manufacturing Corp., Cincinnati 25, Ohio. Starting out with a section entitled "What are the trends?" the booklet covers such subjects as what to consider in planning home economics departments, special points to note, the all-purpose homemaking room, the foods laboratory, the equipment laboratory, the demonstration area, remodeling, and how new kitchen equipment can be obtained. Each section is illustrated with photographs and layouts and a special section is directed to the teacher. (Key No. 683)

• "Standard Specifications for Industrial Lighting Units" is the title of a booklet offered by RLM Standards Institute, Inc., 326 W. Madison St., Chicago 6. It is designed as an aid to anyone who buys, specifies or recommends commercial lighting equipment. The 44 page booklet contains detailed specifications for eighteen of the most commonly employed incandescent and fluorescent lighting units. Included are two new specifications as well as important revisions and clarifications of existing specifications, and new tables of typical coefficients of utilization and light distribution curves. (Key No. 684)

### Film Releases

Color Travel Films: "The Shortest Way Home," "Viva Mexico," "Washington—Shrine of American Patriotism," "New Horizons," "Liberia, Africa's Only Republic" and "Colombia—Land of Mountain Coffee," for free loan. Travel Films Division, Association Films, Inc., Dept. NS, 347 Madison Ave., New York 17. (Key No. 685)

"The Fire Boat," made in cooperation with teachers and the Los Angeles Fire Dept., color or black and white, 10 minutes. Bailey Films, Inc., Dept. NS, 6509 De Longpre Ave., Hollywood 28, Calif. (Key No. 686)

"Forward A Century," industrial and social life in Great Britain in terms of the exhibitions of 1851 and 1951, black and white, 30 minutes. British Information Services, Dept. NS, 30 Rockefeller Plaza, New York 20. (Key No. 687)

"Indian Dances," made in collaboration with the American Museum of Natural History, color. Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill. (Key No. 688)

"Korean Backgrounds," photographed by American cameramen following World War II and just before the present conflict, history and social economy of the

people, sound, black and white, 17 minutes. International Film Bureau Inc., Dept. NS, 57 E. Jackson Blvd., Chicago 4. (Key No. 689)

"You Are the Producer," color sound film explaining how educators and others can record their own commentary or sound on 16 mm. films at nominal expense. RCA Victor Div., Radio Corporation of America, Dept. NS, Camden, N.J. (Key No. 690)

"What Are Your Problems?" 55 frame Life Adjustment Education filmstrip, for use in guidance and teacher-training activities. Science Research Associates, Dept. NS, 57 W. Grand Ave., Chicago 10. (Key No. 691)

"Shakespeare's Theater: The Globe Playhouse," 16 mm. sound film, narrated by Ronald Colman, describing the playhouse and how it was used, 20 minutes. University Extension, University of California, Dept. NS, Los Angeles 24, Calif. (Key No. 692)

"Your Educational Philosophy—Does It Matter?" film strip to provide concrete illustrations for group discussion. "Power—Servant of Our Nation," filmstrip for junior and senior high school social studies classes. Audio-Visual Materials Consultation Bureau, Wayne University, Dept. NS, Detroit 1, Mich. (Key No. 693)

### Suppliers' News

General Binding Corp., 812 W. Belmont Ave., Chicago 14, manufacturer of compact, low cost plastic binding equipment, has opened a new sales and service office, including warehouse facilities, at 79 Madison Ave., New York 16.

Ideal Pictures Corp., 65 E. South Water St., Chicago 1, announces its appointment as distributor of four Walt Disney films to schools and other 16 mm. audiences.

Lexit Systems, Inc., 1217 W. Washington Blvd., Chicago 7, manufacturer of Lexit Tru-Snap All-aluminum chalkboard trim, announces its appointment as exclusive national distributor of Rite Green chalkboards and Tylakork tackboards manufactured by Tylac Co., Monticello, Ill.

The Herman Nelson Corp., Div. of Air Filter Co., Inc., manufacturer of heating and ventilating equipment, announces removal of its offices from Moline, Ill. to 217 Central Ave., Louisville 8, Ky.

Pittsburgh Corning Corp., 307 Fourth Ave., Pittsburgh 22, Pa., manufacturer of PC Glass Blocks and Foamglas cellular glass insulation, announces the opening of a district sales office at 101 W. 11th St., Kansas City 5, Mo. Howard G. Jones has been appointed district manager in charge of the new office.



# PRODUCT INFORMATION

## Index to "What's New"

Pages 165-184

### Key

- 632 Vera-A-Tilt Chalkboard  
Claridge Equipment Co.
- 633 China Patterns  
Walker China Co.
- 634 Maxim Snow Throwers  
The Maxim Silencer Co.
- 635 "Air-Flow" Steel Locker  
Peen Metal Corporation of Peano.
- 636 Plastic Brita Kit  
Kelite Products, Inc.
- 637 Rubber Tile Flooring  
Conqaleum-Naira Inc.
- 638 Hairpin Lamp  
Illuminating Engineering Co.
- 639 Fire Extinguisher Cart  
The General Detroit Corp.
- 640 APECO Staplers  
Automatic Pencil Sharpener Co.
- 641 Three Dimension Screen  
Radiant Mfg. Corp.
- 642 GrateLite Louver Diffuser  
Edwin F. Guth Co.
- 643 Connolly Roller Grill  
J. J. Connolly Inc.
- 644 Beautifier Traffic Wax  
S. C. Johnson & Son, Inc.
- 645 Magnetorecorders  
Magnetorecord Inc.
- 646 Flexoliter Adjustable Reflector  
Duro-Test Corp.
- 647 Automatic Aerator-Mixer  
Cory Corporation
- 648 Penco-Desk  
Peninsular Mfg. Co.
- 649 Gear-Type Tube Bender  
The Imperial Brass Mfg. Co.
- 650 Arithmetic Game  
Exclusive Playing Card Co.
- 651 Flat-Pak Chalk Box  
The American Crayon Co.
- 652 Improved Peelmaster  
Service Appliance Co.

### Key

- 653 Electric Generating Plant  
D. W. Onan & Sons Inc.
- 654 Auto Trainer  
American Automobile Assn.
- 655 Cellar Drainer  
Fairbanks, Morse & Co.
- 656 Improved Vacuum Cleaner  
Holt Mfg. Co.
- 657 Photo Copy Machine  
General Photo Products Co., Inc.
- 658 Multiple Electrical Outlet  
The Wiremold Co.
- 659 Metal Corner Protection  
United States Gypsum Co.
- 660 Portable Stage  
Beatty Scaffold, Inc.
- 661 Ceiling Luminaires  
Garden City Plating & Mfg. Co.
- 662 Seaport Luminaires  
Seaport Metals, Inc.
- 663 Penocote Synthetic Coating  
The Monroe Co. Inc.
- 664 Photocopy Machine  
Charles Bruning Co., Inc.
- 665 Coffee Stain Remover  
Maid-Easy Cleansing Products Corp.
- 666 Rotary Snow Plow  
Jari Products, Inc.
- 667 Mimeo-Duplicator  
Marr Duplicator Co. Inc.
- 668 Cram's Catalog No. 85  
The George F. Cram Co., Inc.
- 669 "You Can Be There"  
Allied Radio Corp.
- 670 "Typewriter Composition"  
International Business Machines Corp.
- 671 "Protect and Project Slides"  
Goldie Manufacturing Co.
- 672 Bulletin No. 103-D  
Niagara Machine & Tool Works
- 673 "Care and Cleaning of Chalkboards"  
Weber Costello Co.

### Key

- 674 Booklet on "Slides"  
Eastman Kodak Co.
- 675 Film Catalog  
Institutional Cinema Service Inc.
- 676 Square-Heat Boiler  
Kewanee-Ross Corp.
- 677 "The Story of Safety"  
E. I. du Pont de Nemours & Co., Inc.
- 678 Erie City Steam Generators  
Erie City Iron Works
- 679 "Pays for Itself"  
Winson Incinerator Co.
- 680 Catalog No. 5205  
South Bend Lathe Works
- 681 Bulletin and Catalog Insert  
Geopres Wringler Inc.
- 682 Story of Square D Motor Control  
Square D Company
- 683 "Kitchen Equipment"  
Crosley Division
- 684 Standard Lighting Specifications  
RLM Standards Institute, Inc.
- 685 Film Releases  
Association Films, Inc.
- 686 "The Fire Boat"  
Bailey Films, Inc.
- 687 "Forward A Century"  
British Information Services
- 688 "Indian Dances"  
Encyclopaedia Britannica Films Inc.
- 689 "Korean Backgrounds"  
International Film Bureau Inc.
- 690 "You Are the Producer"  
RCA Victor Division
- 691 "What Are Your Problems?"  
Science Research Associates
- 692 "Shakespeare's Theater"  
University of California
- 693 Film Releases  
Wayne University

## Index to Products Advertised

Key	Page
694 Allied Radio Corporation Radio & TV Catalog	168
695 American Blower Corporation Heating & Ventilating Equipment	107
696 American Crayon Company Dustless Chalk	108
697 American Desk Mfg. Company School Desk	147
698 American Floor Surfacing Machine Co. Floor Maintenance Machines	163
699 American Radiator & Standard Sanitary Corp. Plumbing Fixtures	6
700 American Seating Company Folding Chair	180

Key	Page
701 Armstrong Cork Company Acoustical Materials	119
702 Automatic Devices Company Drapery Track	177
703 Automatic Electric Sales Corp. Telephone Systems	125
704 Automatic Pencil Sharpener Division Pencil Sharpener	173
705 Barricks Mfg. Company Folding Tables	175
706 Bay West Paper Company Paper Towel Cabinet	150
707 Bayley Company, The William School Windows	113

Key	Page
708 Bell & Howell Company Projector	83
709 Blakeslee & Company, G. S. Kitchen Machines	5
710 Blodgett Company, Inc., G. S. Ovens	186
711 Brewer-Titchener Corp., The Folding Chair	183
712 Burroughs Adding Machine Company Accounting Machines	89
713 Butler Mfg. Company Steel Buildings	129
714 Coco Steel Products Corporation Aluminum Windows	30



# PRODUCT INFORMATION

## Index to "What's New"

Pages 165-184

### Key

- 632 Vero-A-Fill Chalkboard  
Claridge Equipment Co.
- 633 China Patterns  
Walker China Co.
- 634 Maxim Snow Throwers  
The Maxim Silencer Co.
- 635 "Air-Flow" Steel Locker  
Penn Metal Corporation of Penna.
- 636 Plastic Write Kit  
Elite Products, Inc.
- 637 Rubber Tile Flooring  
Compu-Lum-Natrn Inc.
- 638 Hairpin Lamp  
Illuminating Engineering Co.
- 639 Fire Extinguisher Cart  
The General Detroit Corp.
- 640 APICO Sharpers  
Automatic Pencil Sharpener Co.
- 641 Three Dimension Screen  
Radiant Mfg. Corp.
- 642 Grate-Lite Louver Diffuser  
Edwin F. Guth Co.
- 643 Connolly Roller Grill  
J. J. Connolly Inc.
- 644 Beautifier Traffic Wax  
K. C. Johnson & Son, Inc.
- 645 Magnecordings  
Magnecord Inc.
- 646 Flexoliter Adjustable Reflector  
Duro-Test Corp.
- 647 Automatic Aspirator-Mixer  
Cory Corporation
- 648 Penco-Desk  
Pensumark Mfg. Co.
- 649 Gear-Type Tube Bender  
The Imperial Brass Mfg. Co.
- 650 Arithmetic Game  
Exclusive Playing Card Co.
- 651 Flat-Pak Chalk Box  
The American Crayon Co.
- 652 Improved Feedmaster  
Service Appliance Co.

### Key

- 653 Electric Generating Plant  
D. W. Ogan & Sons Inc.
- 654 Auto Trainer  
American Automobile Assn.
- 655 Cellar Drainer  
Fairbanks, Morse & Co.
- 656 Improved Vacuum Cleaner  
Holt Mfg. Co.
- 657 Photo Copy Machine  
General Photo Products Co., Inc.
- 658 Multiple Electrical Outlet  
The Wiremold Co.
- 659 Metal Corner Protection  
United States Gypsum Co.
- 660 Portable Stage  
Beatty Scaffold, Inc.
- 661 Ceiling Luminaires  
Garden City Plating & Mfg. Co.
- 662 Scapordad Luminaires  
Scapordad Metals, Inc.
- 663 Porcote Synthetic Coating  
The Monroe Co. Inc.
- 664 Photocopy Machine  
Charles Bruning Co., Inc.
- 665 Coffee Stain Remover  
Maid-Easy Cleansing Products Corp.
- 666 Rotary Snow Plow  
Jarl Products, Inc.
- 667 Mimeo-Duplicator  
Marr Duplicator Co. Inc.
- 668 Cram's Catalog No. 85  
The George F. Cram Co., Inc.
- 669 "You Can Be There"  
Allied Radio Corp.
- 670 "Typewriter Composition"  
International Business Machines Corp.
- 671 "Protect and Project Slides"  
GoldE Manufacturing Co.
- 672 Bulletin No. 103-D  
Niagara Machine & Tool Works
- 673 "Care and Cleaning of Chalkboards"  
Welch Costello Co.

### Key

- 674 Booklet on "Slides"  
Eastman Kodak Co.
- 675 Film Catalog  
Institutional Cinema
- 676 Square-Heat Boiler  
Lewance-Ross Corp.
- 677 "The Story of Safety"  
S. I. du Pont de Nemours
- 678 Erie City Steam Generator  
Erie City Iron Works
- 679 "Pays for Itself"  
Whinnier Incinerator Co.
- 680 Catalog No. 5203  
South Bend Lathe Works
- 681 Bulletin and Catalog Inc.  
Geopress Wringer Inc.
- 682 Story of Square D Motor  
Square D Company
- 683 "Kitchen Equipment"  
Cresley Division
- 684 Standard Lighting Specifics  
RLM Standards Institute
- 685 Film Releases  
Association Films, Inc.
- 686 "The Fire Boat"  
Bailey Films, Inc.
- 687 "Forward A Century"  
British Information Service
- 688 "Indian Dances"  
Encyclopedia Britannica
- 689 "Korean Backgrounds"  
International Film Bureau
- 690 "You Are the Producer"  
RCA Victor Division
- 691 "What Are Your Problems?"  
Science Research Associates
- 692 "Shakespeare's Theater"  
University of California
- 693 Film Releases  
Wayne University

## Index to Products Advertised

### Key

- 694 Allied Radio Corporation  
Radio & TV Catalog ..... 169
- 695 American Blower Corporation  
Heating & Ventilating Equipment ..... 107
- 696 American Crayon Company  
Dustless Chalk ..... 168
- 697 American Desk Mfg. Company  
School Desk ..... 167
- 698 American Floor Surfacing Machine Co.  
Floor Maintenance Machines ..... 163
- 699 American Radiator & Standard  
Sanitary Corp.  
Plumbing Fixtures ..... 9
- 700 American Seating Company  
Folding Chair ..... 180

### Key

- 701 Armstrong Cork Company  
Acoustical Materials ..... 119
- 702 Automatic Devices Company  
Drapery Track ..... 177
- 703 Automatic Electric Sales Corp.  
Telephone Systems ..... 125
- 704 Automatic Pencil Sharpener Division  
Pencil Sharpener ..... 173
- 705 Barricks Mfg. Company  
Folding Tables ..... 175
- 706 Bay West Paper Company  
Paper Towel Cabinet ..... 150
- 707 Boyley Company, The William  
School Windows ..... 115

### Key

- 708 Bell & Howell Company  
Projector ..... 118
- 709 Binksalee & Company, G.  
Kitchen Machines ..... 117
- 710 Blodgett Company, Inc.  
Ovens ..... 116
- 711 Brewer-Titchener Corp.  
Folding Chair ..... 115
- 712 Burroughs Adding Machine  
Accounting Machines ..... 114
- 713 Butler Mfg. Company  
Steel Buildings ..... 113
- 714 Caco Steel Products Corp.  
Aluminum Windows ..... 112

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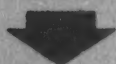
ed

Page  
Company ..... 93  
any, G. S.  
ines ..... 5  
r, Inc., G. S.  
..... 158  
Corp., The  
..... 183  
y Machine Company  
achines ..... 99  
any  
s ..... 129  
cts Corporation  
indows ..... 30

# Index

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632	633	634	635	636	637	638	639	640	641	694	695	696	697	698	699	700	701	702	703	704
637	638	639	640	641	642	643	644	645	646	705	706	707	708	709	710	711	712	713	714	715
643	643	644	645	646	647	648	649	650	651	716	717	718	719	720	721	722	723	724	725	726
647	648	649	650	651	652	653	654	655	656	727	728	729	730	731	732	733	734	735	736	737
653	653	654	655	656	657	658	659	660	661	738	739	740	741	742	743	744	745	746	747	748
657	658	659	660	661	662	663	664	665	666	749	750	751	752	753	754	755	756	757	758	759
662	663	664	665	666	667	668	669	670	671	760	761	762	763	764	765	766	767	768	769	770
667	668	669	670	671	672	673	674	675	676	771	772	773	774	775	776	777	778	779	780	781
672	673	674	675	676	677	678	679	680	681	782	783	784	785	786	787	788	789	790	791	792
677	678	679	680	681	682	683	684	685	686	793	794	795	796	797	798	799	800	801	802	803
682	683	684	685	686	687	688	689	690	691	804	805	806	807	808	809	810	811	812	813	814
687	688	689	690	691	692	693				815	816	817	818	819	820	821	822	823	824	825
692	693									826	827	828	829							

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WHAT'S NEW										ADVERTISEMENTS										
632	633	634	635	636	637	638	639	640	641	694	695	696	697	698	699	700	701	702	703	704
637	638	639	640	641	642	643	644	645	646	705	706	707	708	709	710	711	712	713	714	715
643	644	645	646	647	648	649	650	651	652	716	717	718	719	720	721	722	723	724	725	726
647	648	649	650	651	652	653	654	655	656	727	728	729	730	731	732	733	734	735	736	737
653	654	655	656	657	658	659	660	661	662	738	739	740	741	742	743	744	745	746	747	748
657	658	659	660	661	662	663	664	665	666	749	750	751	752	753	754	755	756	757	758	759
662	663	664	665	666	667	668	669	670	671	760	761	762	763	764	765	766	767	768	769	770
667	668	669	670	671	672	673	674	675	676	771	772	773	774	775	776	777	778	779	780	781
672	673	674	675	676	677	678	679	680	681	782	783	784	785	786	787	788	789	790	791	792
677	678	679	680	681	682	683	684	685	686	793	794	795	796	797	798	799	800	801	802	803
682	683	684	685	686	687	688	689	690	691	804	805	806	807	808	809	810	811	812	813	814
687	688	689	690	691	692	693	694	695	696	815	816	817	818	819	820	821	822	823	824	825
692	693	694	695	696	697	698	699	700	701	826	827	828	829	830	831	832	833	834	835	836

NAME		TITLE	
INSTITUTION			
ADDRESS	CITY	ZONE	STATE

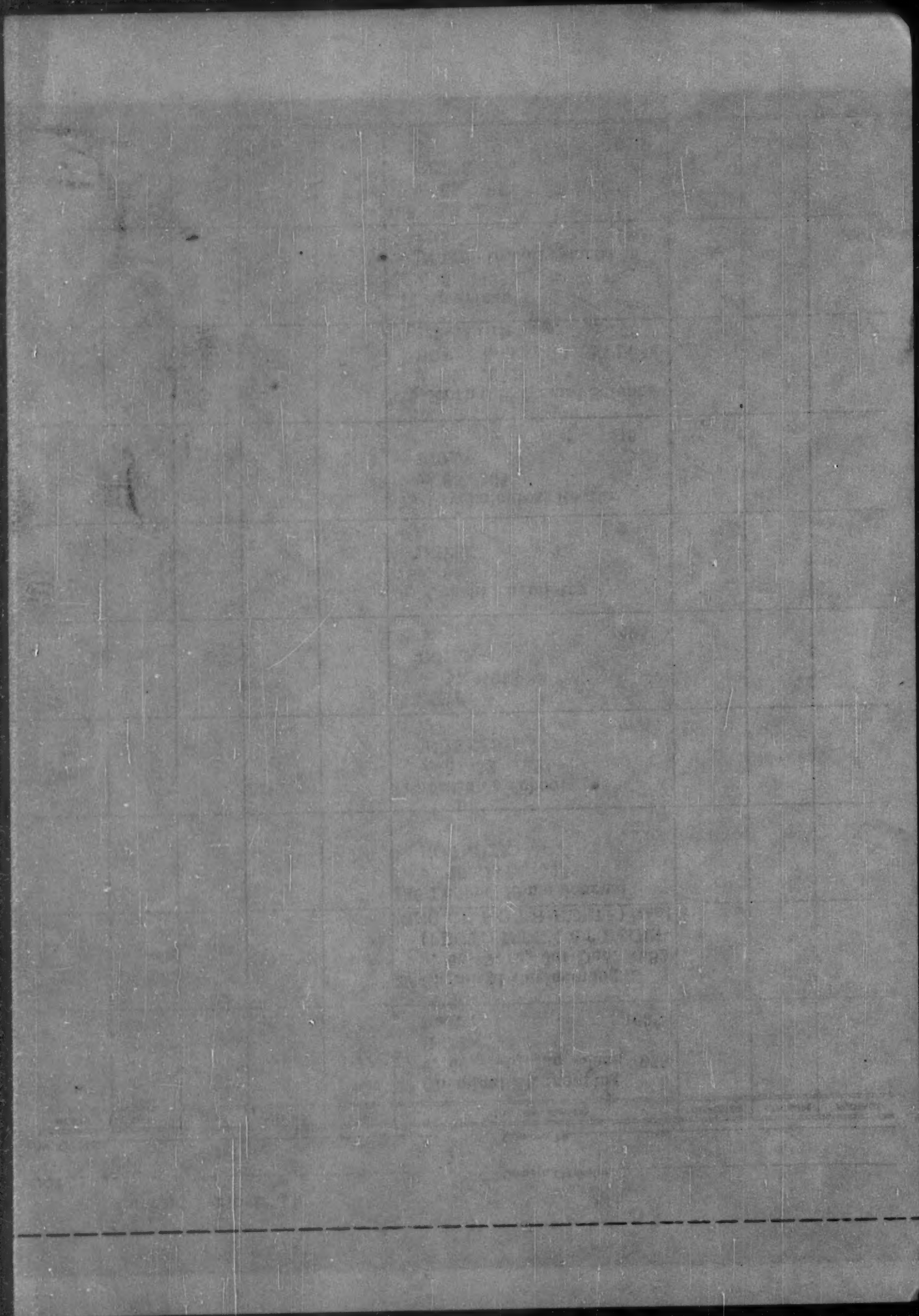
### Key

- 715 Churchill M...  
Floor M...
- 716 Cincinnati ...  
Clock & ...
- 717 Clarin Mig...  
Tablet A...
- 718 Cleveland R...  
Kitchen ...
- 719 Cottey Comp...  
Filmstrip
- 720 Crompton & C...  
Encyclop...
- 721 Congoleum-M...  
Floor & ...
- 722 Conn, Ltd., C...  
Organ ...
- 723 Connor Lumbe...  
Maple Fl...
- 724 Coronet Instru...  
Films ...
- 725 Crane Comp...  
Plumbing
- 726 Daintee Toys...  
Counting
- 727 Darnell Corp...  
Casters ...
- 728 Day-Brite Lig...  
School L...
- 729 Detroit-Michig...  
Kitchen I...
- 730 Draper Shado...  
Window
- 731 Dudley Lock...  
Locks ...
- 732 Dunham Com...  
Unit Hea...
- 733 Duracole Corp...  
Fiberglass  
Fabrics
- 734 Eastman Kodak...  
Projector
- 735 Electric-Aire ...  
Hand Dry...
- 736 Engineering I...  
Classroom
- 737 Escutone, In...  
Intercomm
- 738 Federal Fibre...  
Fibre Rec...
- 739 Fenestra Bull...  
Metal W...
- 740 Fibersin Flar...  
Desk Top
- 741 FilmKare Pro...  
Filmstrip
- 742 Finnell Syste...  
Floor Ma...
- 743 Ford Motor C...  
School Bu...
- 744 Gaylord Broth...  
Library F...
- 745 Globe Autom...  
Automatic
- 746 GoldE Manufa...  
Projector
- 747 Griggs Equipm...  
School B...
- 748 Gumpert Com...  
Institution
- 749 Harvard Table...  
Table Ten
- 750 Heins Compan...  
Institution
- 751 Herrick Refrig...  
Refrigerat
- 752 Heywood-Wake...  
School B...



### Index to Products Advertised—Continued

Page	Key	Page	Key	Page
117	Chill Mfg. Company Floor Maintenance Machines	109	753 Holophone Company, Inc. Classroom Lighting Book	33
163	Insanti Time Recorder Company Clock & Program System	24	754 Horn Brothers Company, Div of Brunswick-Balke Collender Co. Folding Gymnasts & Partitions	101
144	la Mfg. Company Tablet Arm Chair	181	755 Howe Folding Furniture, Inc. Folding Table	162
110	eland Range Company Kitchen Equipment	171	756 Hunt Pen Company, C. Howard Pencil Sharpeners	129
130	y Company, Jack C. Fluorstrip Library Plan	20	757 Huntington Laboratories, Inc. Floor Maintenance	128
172	pton & Company, F. E. Encyclopedias	121	758 International Business Machines Corp. Electric Typewriters	796
155	oleum-Nairn, Inc. Floor & Wall Coverings	159	759 Johns-Manville Acoustical Ceilings	14
162	y, Ltd., C. G. Organs	2	760 Johnson Service Company Temperature Controls	104
183	lumber & Land Company Maple Flooring	154	761 Kewanee Industrial Washer Corp. Dishwasher	799
106	net Instructional Films Films	142	762 Keyes Fibre Sales Corp. Plastic Trays & Tableware	120
117	Company Plumbing Equipment	143	763 Kimble Glass Company Glass Blocks	800
180	tee Toys Inc. Counting Frame	177	764 Krueger Metal Products Company Folding Chairs	145
183	ell Corporation, Ltd. Casters	172	765 Lefco Equipment Corp. Library Furniture	801
3rd Cover	Write Lighting, Inc. School Lighting	157	766 Libbey-Owens-Ford Glass Company Window Glass	802
13	lt-Michigan Stove Company Kitchen Equipment	137	767 Lorit Systems, Inc. Chalkboard Systems	803
175	er Shade Company, Luther O. Window Shades	153	768 Ludman Corporation Awning Windows	804
177	ey Lock Corporation Locks	134	769 Luminall Paints Paint Brochure	805
149	am Company, C. A. Unit Heaters	136	770 McArthur & Sons, George Gym Towels	806
11	ecote Corporation Fiberglass Drapery & Curtain Fabrics	112	771 Master Lock Company Locks	807
27	ana Kodak Company Projector	17	772 Medart Products, Inc., Fred Metal Lockers	808
130	ric-Aire Engineering Corp. Hand Dryers	120	773 Miller Company School Lighting	809
100	neering Manufacturing Company Classroom Furniture	170	774 Minneapolis-Honeywell Regulator Co. Temperature Controls	810
136	tone, Inc. Intercommunication Systems	162	775 Mitchell Mfg. Company Folding Tables & Stands	811
140	ral Fibre Corp. Fibre Receptacles-Baskets	181	776 Monroe Company Folding Tables & Table Trucks	812
135	stra Building Products Metal Windows	166	777 Montgomery Mfg. Company Program Timers	813
169	esin Plastics Company Desk Tops	175	778 Moore Company, E. R. Caps & Gows	814
114	are Products Company Fluorstrip File Drawer	160	779 Mystic Adhesive Products Plastic Cloth Tape	815
101	il System, Inc. Floor Maintenance	161	780 Naden & Sons Electric Scoreboards	816
177	Motor Company School Bus Chassis	171	781 National Cornice Works, Inc. Portable Electric Food Carts	817
178	rd Brothers, Inc. Library Training Aids	22, 23	782 National Lock Company Locks	818
8	Automatic Sprinkler Co., Inc. Automatic Sprinklers	7	783 Nelson Division, Herman Heating & Ventilating Equipment	819
124	Manufacturing Company Projector	169	784 Nesbitt, Inc., John J. Unit Ventilators	820
116	s Equipment Company School Seating	149	785 Norcor Manufacturing Company School Seating	821
2nd Cover	ert Company, Inc., S. Institutional Food	132	786 Norton Company Non-Slip Floor Material	822
169	ard Table Tennis Corp. Table Tennis Equipment	20	787 Old Town Corporation Duplicating Machine	823
21	Company, H. J. Institutional Food	160	788 Peabody Seating Company School Furniture	824
179	ck Refrigerator Company Refrigerators	163	789 Pennsylvania Slate Producers Gull, Inc. Slate for Chalkboard	825
131	ood-Wakefield Company School Seating	105	790 Potter Mfg. Corporation Fire Escapes	826
		104	791 Powers Regulator Company Temperature Control	827
		101	792 Rauland-Borg Corporation Intercommunication System	828
		162	793 Record Haven Records	829
		129	794 Remington Rand Inc. Electric Typewriter	830
		128	795 Robbins Flooring Company School Flooring	831
		111	796 Rockwell Mfg. Company Power Tools	832
		14	797 Roddis Plywood Corporation Plastic Resurfacing Material	833
		104	798 Rol-Fol Table Folding Table Sets	834
		120	799 Rowles Company, E. W. A. Chalkboards	835
		145	800 Royal Typewriter Company, Inc. Typewriter	836
		31	801 Schlaber Sales Company Folding Tables & Benches	837
		139	802 School Interiors Company School Furniture	838
		95	803 Sexton & Company, John Institutional Food	839
		97	804 Sheldon Equipment Company, E. H. Laboratory Equipment	840
		161	805 Simpson Electric Company Electrical Instruments	841
		32	806 Skil Corporation Portable Tools	842
		1	807 Sloan Valve Company Flush Valves	843
		175	808 Square Dance Associates Square Dance Records	844
		103	809 Stacer Equipment Company Drawing Tables & Equipment	845
		15	810 Strong Electric Corporation Spotlights	846
		20, 29	811 Superior Coach Corporation School Bus	847
		139	812 Sylvania Electric Products, Inc. School Lighting	848
		170	813 Timber Structures, Inc. Timber for School Construction	849
		151	814 U. S. Flywood Corporation Fire-Safe Doors	850
		141	815 Universal Bleacher Company Portable Gymnasium Stands	851



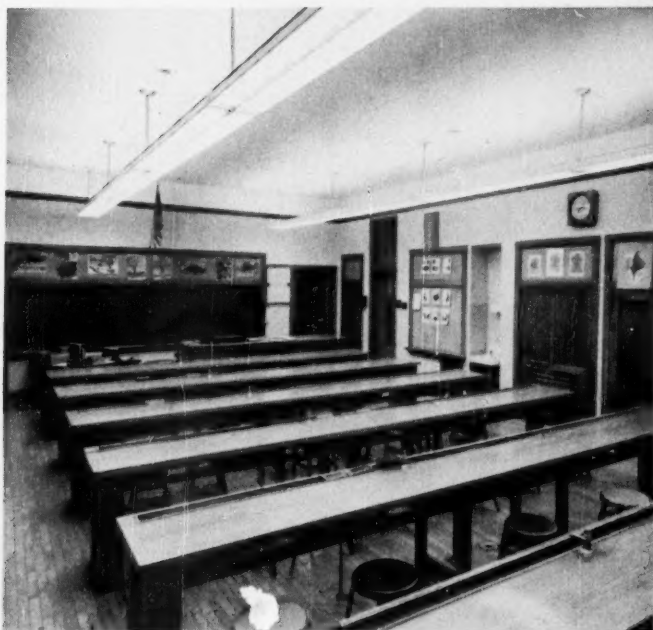
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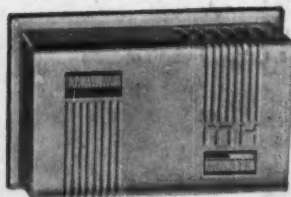
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